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Dakota Territory Superintendent of Public Instruction's reports

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Annual report of ... 1867, <December 15th, 1877>, <December 15, 1882>

Annual reports of the Superintendent of Public Instruction, years ending August 31, 1875 and 1876

LLMC 01-201t

FIFTH

ANNUAL REPORT

OF THE

Superintendent of Public Instruction

OF THE

TERRITORY OF DAKOTA.

TRANSMITTED TO THE LEGISLATURE DECEMBER 31, 1874.

ELK POINT, D. T.
W. M. K. CAIN, PRINTER.
1874.

SUPERINTENDENT'S REPORT.

TERRITORY OF DAKOTA.

IN ASSEMBLY, DECEMBER 31, 1874.

FIFTH ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

TERRITORY OF DAKOTA.

DEPARTMENT OF PUBLIC INSTRUCTION.

SUPERINTENDENT'S OFFICE

ELK POINT, December —, 1874.

HON. G. C. MOODY,

Speaker of the House of Representatives;

SIR:—I herewith transmit to the Legislature the Fifth Annual Report of the Superintendent of Public Instruction.

Very Respectfully,

Your Obedient Servant,

E. W, MILLER,

Superintendent of Public Instruction.

SUPERINTENDENT OF PUBLIC INSTRUCTION,

E. W. MILLER,

ELK POINT, D. T.

E. W. LAIRD, Deputy,

ELK POINT, D. T.

LIST OF COUNTY SUPERINTENDENTS.

COUNTY	SUPERINTENDENT	P. O. ADDRESS.
Bon Homme -	S. Hitchcock - - -	Springfield, D. T.
Burleigh -	——	—— ——
Cass - -	A. McHench - -	Fargo, D. T.
Charles Mix -	—— -	—— —
Clay - -	T. J. Sloan - - -	Vermillion, D. T.
Hutchinson -	A. Sheridan Jones - -	Olivet, D. T.
Lincoln -	Rev. J. S. Benedict -	Canton, D. T.
Lake -	James H. Law - -	Sioux Falls, D. T.
Minnehaha -	Albion Thorne - -	" " "
Stutsman -	——	—— —
Turner -	Rev. J. J. McIntyre -	Findlay, D. T.
Union - -	W. M. K. Cain - -	Elk Point, D. T.
Yankton -	Nathan Ford - -	Yankton, D. T.

FIFTH ANNUAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC INSTRUCTION.

TERRITORY OF DAKOTA.
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION.
ELK POINT, D. T.

To the Legislature of the Territory of Dakota:

The Superintendent of Public Instruction, in obedience to the requirements of law respectfully submits the following

REPORT.

In presenting this report of the condition and progress of the public schools of Dakota for the past year, I would first respectfully call your attention to the following general summary of statistics. The evidences of unabated and increasing interest manifested in our public schools, and of their substantial improvement affords us just cause for congratulation and encouragement:

GENERAL SUMMMARY.

	1874.	1873.
Number of organized Districts,	267.	168
Increase in one year,		89
Number of districts in working order,	173	100
Increase in one year,		73
Number of children over 5 and under 20 in districts reporting,	7333	6312
Increase in one year,		1021
Number of pupils enrolled in Public Schools,	4715	4006
Increase in one year,		709
Number of children not attending school,	2617	2306

Teachers.

	1874	1872
Number of males employed,	71	
Number of females	90	
Whole number of males and females	161	100
Increase in one year,		61

School Finances.

Amount received from county taxes,	$14525,40
" " " district "	$18099,84

Expenditures.

Total amount expended in Territory, for educational purposes,	$32625,24
" " " " " " " "	$21747,99
Increase in one year,	$10877,25

School House Fund.

Amount paid for building, repairs, etc,	$11021,49
" " " " "	$8282,37
Increase in one year,	$2739.12

Incidental Expenses.

	1874	1873
Amount paid for incidental expenses,	$5617,67	$2257,62
Increase in one year,		$3390,05

Teachers' Wages.

Total amount paid for teachers' wages,	$16986,08	$11208,00
Increase in one year,		$5778,08

The foregoing statistics and comparisons show the present condition of the public schools of our Territory. They certainly show a healthy growth, and an increasing interest manifested all over our Territory during the past year in the cause of education.

Full abstracts of the report of County Superintendents are appended hereto. Many of them are prepared with certainly too much haste, and, hence, do not by any means contain all that the law requires should be reported; with one or two exceptions none of them report the average time school has been taught in the several districts of the county, and, hence, it is impossible for me to make this statement, which I consider so very important in my report. All, or nearly all also fail to report separately the number of males and females over five and under twenty-one years of age in the county. Nor do they report separately the number of males and females enrolled in the schools.

The report from Yankton County, fails to report how much money has been raised there from any source and from all sources for educational purposes, and hence I have been compelled to take the statistics of last year and judge from that with comparisons of the increase of other counties to guide me in preparing my Annual Report. Yet, I have no doubt that the statistics as embodied in my report, are very nearly correct. I am certain they do not over estimate, either the amount of money raised and expended for educational purposes,, or the number of children who have attended the public schools during the year.

While I should like to report the number of school buildings erected during the year, yet, I am unable to do so for the same reason as stated above.

The responsibility for this neglect does not by any means rest altogether with the Superintendents, for the reason that many of the district clerks have failed to report in a proper manner and some altogether.

Superintendents who have failed to report until within a few days of the date of this report, say that they could not do so earlier, for the reason of the neglect and delay of the district clerks in reporting to them.

This thing ought not to be. Every school officer should feel this responsibility to the people to make his report within the time specified by law.

It is, however, gratifying to me, as it must be to every friend of education in the Territory, to be able to make so favorable a report of the condition of our Public Schools as the above exhibit shows. No attempt has been made to magnify results; a respectable showing does not require it; a fair compliance with the law prohibits it. However those results are not less deserving of study when they remind us of imperfections, than when they gratify us with the endeavor of improvement. That provision of the statute which requires the Superintendent in his annual report to make a statement of the condition of Public Schools, is best complied with by pointing out their defects as well as their excellencies. And, although I purpose to make my report brief, yet I wish to call your attention to some parts of our School Law, that I think ought to be amended, and perhaps suggest some things that ought to be embodied in it, that would further the interests of education.

In the first place, then, I shall call your attention to the fact that by our present Law, County Superintendents of Schools are only allowed a compensation of three dollars per day for the time actually spent in their official duties, which I regard as inadequate, considering the fact that if the Superintendent visits the schools of the county, he must either have a conveyance of his own, or hire one for the purpose, so that after paying his expenses he has actnally nothing left for his time, or at most not sufficient to make it an object with him to thus occupy his time. Whilst Superintendents may be well qualified to fill the position, and may have at heart the interests of education, yet we have but few men, especially good men, who are willing to spend their time without a fair remuneration. How much that should be is for your honorable body to decide. I would, however, suggest that their per diem be raised to not less than four dollars per day, and perhaps five dollars would be a reasonable compensation, or three dollars and their actual expenses.

By doing this we will be enabled to secure the services of competent Superintendents; our schools will be visited, and the School Officers can be instructed as to their duties; District Clerks will be shown how to make out their reports properly, and we will have schools organized in localities where there are none, and where, owing to the carelessness of the citizens, there may be none for a long time to come.

If we need Superintendents at all let us have good ones, and such we can only secure by paying them a fair and reasonable compensation. In very many single counties in the States of Illinois and Pennsylvania the County Superintendent is paid a salary much larger than is paid to all the Superintendents in this Territory, including the salary of the Territorial Superintendent, and the people there realize the fact that it is money well spent. By his wise and constant supervision of the Schools the cause of education is constantly and rapidly advancing. There is nothing our people should take more interest in than the cause of education. Our children must be educated, and we should be more liberal in the advancement of our educational interests than perhaps any and all others.

In order to accomplish this grand purpose, we must secure the best talent, which can only be secured by paying liberally.

But very few good men will accept the position of County Superintendent in the Territory, because good men consider that their time is worth much more to them in some other occupation than serving as County Superintendent of Schools, at a salary of three dollars a day, and paying their own expenses.

The County Superintendent of Schools should have the entire control of the educational interests of his county, his acts of course being subject to revision by the Territorial Superintendent. He should have power to divide and sub-divide

(FORM I—PART I.

INQUIRIES RESPECTING STATE SY

Form recommended by the National Teachers' Association at Detroit, in August, 1874 for se

IATE OR TERRITORY.	Report for the Year.	SCHOOL YEAR.		SCHOOL POPULATION.							PUBLIC SCHOOLS.				
		Begins	Ends	Between what Ages?	Total number between said Ages.	SEX Males.	SEX Females.	No. under 6 years of age.	No. over 16 years of age.	No. between 6 and 16 years of age.	No. enrolled in Schools during the year	Average monthly enrollment.	Average daily attendance.	No. of school rooms exclusive of those used only for recitations.	No. c roor excl for r

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I I—PART II.)

State-Systems of Public Schools.

, 1874, *for securing uniformity in reports of statistics of State systems of Public Instruction.*

ANNUAL EXPENDITURE.												
T	CURRENT											
ibraries and apparatus.	Salaries of superintendents	Salaries of teachers.	Miscellaneous or contingent.	TOTAL.	Expenditure in year *per capita* of school population	Expenditure in year *per capita* of pupils enrolled in schools	Expenditure in year *per capita* of average attendance in schools.†	Expenditure in year *per capita* of population between 6 & 19.†	Expenditure in year *per capita* of populat'n bet. 6 and 16 includ'g int'st on val. of all school prop'ty.	Amount of available school-fund.	Amount of permanent school-fund, (includ'g portion not now available.)	Estimated value of s buildings a all other s property.
39.	40,	41.	42.	43.	44.	45.	46.	47.	48.	49.	50.	51.
	$	$	$	$	$	$	$	$	$	$	$	$

(*Signature of Superintendent.*) ....

ese items, only the interest on amount expended under the head of "permanent," (*i. e.*, for sites buildings, libraries and apparatus) should be added to the current expenditure for the year.

(FORM I—PART I.)

TATE SYSTEMS OF PUBLIC SCHOOLS.

August, 1874 for securing uniformity in reports of statistics of State-systems of public instruction.

CHOOLS.			SCHOOLS		OTHER THAN PUBLIC.				WHOLE NUMBER OF TEACHERS EMPLOYED IN PUBLIC SCHOOLS DURING THE YEAR.			Number of Teachers necessary to supply the Public Schools.	AVERAGE SALARY OF TEACHERS PER MONTH IN PUBLIC SCHOOLS.	
			Schools corresponding to public schools below high schools.		*Schools corresponding to Public High Schools.*		*Teachers in said schools in all grades.*							
No. of school rooms exclusive of those used only for recitations.	No. of school rooms used exclusively for recitation.	Average duration of school in days	PUPILS.		*PUPILS.*		*TEACHERS.*							
			MALES.	*FEMALES.*	*MALES.*	*FEMALES.*	*MALE.*	*FEMALE*	*MALES.*	*FEMALES.*	*TOTAL.*		*MALE.*	*FEMALE.*

(FORM I—PART II.)

Inquiries Respecting the State-Syster

Form recommended by the National Teacher's Association at Detroit in August, 1874, for securing u

STATE OR TERRITORY.	ANNUAL INCOME.					
	From State-tax.	From local tax.	Total from taxation.	Interest on permanent fund, including rents of school lands	Revenue from other sources.	From other sources
1	30.	31.	32.	33.	34.	35.
	$	$	$	$	$	$

TOTAL.	INCREASE OF PERMANENT FUND IN THE SCHOOL YEAR.	PERMANENT	
		Sites, buildings and furniture.	Libraries and apparatus.
36.	37.	38.	39
$	$	$	$

(DATE:).

*Salaries of Su[illegible] also teach for some part of their time should be divided appropriately between this and the next column. †In estimating these items, only the

districts as he might consider for the best interests of the schools of the county, and not be compelled, as he is by statute, to sub-divide school destricts when petitioned by a majority of the citizens, unless he was satisfied such change was for their interest. The law in this particular, should, I think, also be revised.

I would further advise that the 5th paragraph of Section 20 of the School Law be amended, and that the qualified voters of school districts be authorized to vote a tax of not less than two per cent. a year on the taxable property of the district for the purpose of building a School House, and that they may by vote of two-thirds of the qualified voters present, make said tax of two per cent. extend over a period of not less than three years, so that the district may thus be enabled to erect comfortable School Houses, where, under the present law, they are unable to build any at all. By changing the law in this respect, and perhaps by allowing districts to issue warrants, payable in from one to five years, drawing interest at the rate of ten per cent.—would enable many destricts to build good School Houses, that can not under the present law build for some time to come.

Should such a law be passed, it might be well to stipulate that such warrants could only be issued by the School Officers, under instructions of a majority of the legal voters of the district.

The law should, in my opinion, also make it imperative upon the Territorial Superintendent, together with the County Superintendents, to hold a Teacher's Institute once in each year, of not less than six or more than ten days duration and those who are engaged in teaching should be allowed the time actually spent at the Institute. As the law now stands the Superintendent may or may not hold an Institute. I would also further suggest that the time for holding the Institute be the last of September, or fore part of October, previous to the commencement of the Fall Terms of schools. By this plan, all the teachers can have the advantage of the information acquired at the Institute, with which to commence instructions in the School room.

I would suggest, further, that the Blank Forms of Teachers, District Clerks and County Superintendents Reports, hereafter to be used, should conform as near as may to the Blank Forms sent out by the Bureau of Education at Washington, copies of which are embodied in my report—and marked exhibits "A" and "B."

The object of this will be readily seen when I state that it is the desire of the Bureau of Education to have uniformity in the reports from all the States and Territories upon which to base theirs. You may see that it is in the favor of the Territorial Superintendent to adopt these forms without a change in our School Law. This may be, but at the same time I doubt very much whether under the present law, School Officers can be compelled to follow said forms. At any rate it will do no harm to have the law designating what the school reports shall

contain, conformed to these blanks. The Territorial Superintendent finds it impossible to fill up these blanks from the reports sent him by County Superintendents. Every where these officers have fully complied with the requirements of our School Law.

It is impossible for the Bureau of Education to prepare a correct and complete report of the condition of the Public Schools of the United States, or the amount of money raised and expended for the various educational interests of the country, without a uniformity of the reports of the various Superintendents of the States and Territories. It seems to be the aim of nearly all the States to secure this uniformity, and we should hasten to follow their example.

I would also suggest that the school year instead of ending August 31, shall end July 1, and that district clerks be required to transmit their reports to Co. Superintendents by the first of August, and that County Superintendents make their annual report to the Territorial Superintendent not later than the 15th day of September. This plan will then afford the Superintendent ample time to prepare his report for transmisssion to the Legislature by the commencement of the Legislative session.

During the year in which we have no Legislative session the law should require that the report should be made to the Governor. As the law now stands I consider it optional with the Superintendent whether he report at all during the year in which there is no Legislature in session.

There are other recommendations I might make as to amendments to our school law, but do not deem them of sufficient importance unless it were the purpose of your Honorable Body to revise the entire law.

The Superintendent, whose duty it is to look after the educational interests of the Territory has two questions that he considers most prominent for the consideration of all our people, The first one is : What ought to be done for the children of our Territory? and the second : How can it be accomplished?

I cannot answer these questions more pertinently than to adopt the language of the Board of Education of the State of Rhode Island.

" It is to gain to each child in the Territory such an education as will best fit him to perform life's work successfully and honorably in that sphere for which Providence evidently designed him—to make him a useful citizen, contented with his lot, that he may discharge all the duties and enjoy all the privileges and immunities of citizenship. It is in one word to secure to every child the great end and purpose of his being."

The second question is far more difficult to be answered. Educators are not all agreed as to the precise limit that should be assigned to public instruction, nor as to the best means and agencies to be employed.

It is evident that the first step is to stimulate and promote in each child a

healthy, intellectual, moral and physical growth. The nascent energies of the mind as well as the body, are to be developed gradually, and not by any compulsory or forcing process.

The infantile mind should not be overstrained by urging a premature developement. The precocity of youth, however gratifying it may be to parents is often the precursor of feeble manhood, if not of an early death.

The process should be natural, exactly adapted to the capacity of each child. There should be no ambitious striving after what is beyond his comprehension; but the simple truths and facts that can be readily cognized through the senses, should first be presented. All the pleasure of acquisition depends upon the vividness aud clearness with which the several items of knowledge are held up before the mind.

The haste that is often manifested in hurrying children over the fundamental branches, and thus giving them an education that is superficial and showy, is to be most seriously deprecated. Whatever is done, and is worth doing should be well done. The value of knowledge depends far more on its quality than on its quantity. A vigorous, well-disciplined intellect should always be preferred to ill-arranged, disconnected facts in a crowded memory.

After the elemental foundation has been thoroughly laid, and is sufficiently broad to bear the noblest superstructure, each child should receive that special, technical training that is necessary to fit him for that vocation, which, either by nature or circumstances he is evidently destined to fill; so that all culture and knowledge may have the greatest practical value and produce the most abundant fruits, Special training should not, however, be begun too early; it should be the last and finishing work,

We would not by any means check or discourage the ambition and aspirations of any youth of talent or genius. Such natural gifts should be cherished and fostered to their fullest extent. There should be no obstacle or hindrance to their complete developement. The purest gems are often found where there is the least reason to expect them.

The true aim of education is to develope harmoniously and naturally all the youthful faculties, that they may reach their highest perfection.

Intellectual culture, however, is not all that is needed in our schools to bring up our youth to the noblest type of manhood. There is a still higher work that is imperatively demanded to prepare them fully for life's great duties. The fundamental principle that underlies all that is pure and noble in character, is in the moral nature. This ought not to be ignored. It is not necessary for one to be a sectary in order to become a virtuous, honorable, christian man. It is the truthful, upright character that has its origin in youth and is the growth of years that

adorns manhood. Such a character alone sheds its blessings on society, withstands the shocks of time and outlives all the fascinations of wealth.

I would consider it also important, and must urge upon those school districts that contemplate building, to secure the most suitable location, and to purchase not less than from three to five acres of ground, in which the children may have room for play and exercise without trespassing upon the lands of others. I urge this for the reason that at present land can be purchased cheaply, while after a few years lands may not be had for less than four or five times the present cost, and perhaps cannot be secured at all.

The Government of the United States has passed a law, by which those holding Homesteads or Preemptions, although they have not made final proof, may convey lands for school house sites This was a wise provision made by our National Legislature, and one that was very much needed in our Western States and Territories.

Text Books.

My views in regard to the Text Books now in use have undergone some change since my last annual report. I would however, still prefer a change in Readers and Spellers, but as I stated in my former report "our people are poor and scarcely able to undergo the expense necessarily incurred in supplying their children with new books." Hence, I cannot recommend a change, especially as the condition of our people is much worse this year than it was last, owing to the almost general devastation of our crops by the grasshoppers, whose visits the Superintendent hopes and prays may never in all coming time be repeated.

The Text Books now in use, and that were adopted by my predecessor, are as follows, to wit:

Quackenboss' Arithmetics.
Harvey's Grammar.
Cornell's Geography.
McGuffey's Readers and Spellers.
Quackenboss' U. S. History.

I mention the above for the benefit of School Officers of the Territory, as many do not come to know what text-books are in use, and most of them have been elected since the issuance of my last Annual Report.

The Teachers present at one Institute, in 1873, unanimously recommended a a change in our school books, with one exception, Harvey's Grammar. Yet I believe none of them particularly condemned the other books in use, and after a very thorough examination of all the books in use, and also after noting the very rapid advancement made in most of our schools, I am inclined to think that our children have perhaps lost nothing by the Superintendent declining to make a change, and the parents have no doubt been saved a considerable outlay which the adoption of new book would have necessitated.

I must, however, urge upon school officers, and the people generally, the necessity of procuring Outline Maps for the several school rooms at as early a date as possible. I do not mean by this at your convenience, for that which is possible, may not always be convenient. I consider such maps a necessity, that your children may at all times have a description of countries, and their location in relation to one another. The oceans, lakes, seas and important rivers (the great commercial highways for nations and states) with many important subjects connected with the study of geography constantly before them. I am convinced from my own experience that those children who have these advantages learn more rapidly than those who have not, and retain longer what they do learn.

These maps can be secured for from ten to eighteen dollars per set, and this is the very best investment the people can make for the advancement of their children. I must also urge each and every school district to purchase a copy of either Webster's or Worcester's Unabridged Dictionary for use in the school room. No better book, or one more needed can be placed in a school room, and no school can be complete without one or the other. Each school house should also be fitted up with good black-boards and plenty of them, and always kept in good order.

I have visited schools in the Territory conducted in good, comfortable and pleasant houses, where there were no blackboards at all, or such that a chalk-mark could scarcely be made visible on them, so that to give a recitation was a cause of annoyance to the pupil rather than a pleasant and agreeable duty. These boards are not only a necessity for recitations in mathematics, but for map-drawing and object lessons, which should be taught in all our schools. To teach our youth properly, and rapidly you must first reach the eye, for it is through this organ that their comprehension is reached, and I can present this subject in no better light than by quoting from the report of Warren Johnson, State Superintendent of Schools for the State of Maine. He says under the heading "Studies for Common Schools." "While parents generally recognize in the *physical* growth of the individual the truth of the homily, 'milk for babies and meat for men'—that is, sustenance according to bodily conditions and demands, in the mental development, on the other hand, and in the moral and intellectual developement of the child, this hygienic axiom seems to be almost entirely ignored. Both physical and mental growth are subject to conditions, circumstances, *laws*. If it is necessary that the teacher know those laws prior to intelligent service in the school-room in administering intellectual fare, it is equally important that school officers should first determine what that bill of fare should be, and in what order the courses shall be served. To demand that the child shall reason before it has any facts to reason upon, or data from which to draw comparisons, is simply an absurdity and an impossibility. To present the abstract instead of the concrete,

the name before the idea, the idea before the object, is a direct inversion of the processes and demands of nature. Take the simple (not very simple either) matter of teaching the alphabet. The attention of the little primarian, standing at the knee of the dame teacher, is first directed by the finger or pen-knife point to the character A. "What is that?"—the teacher asks. The child does not know—of course it does not. Why should it, and even when told, why should it remember? The character represents nothing which the child ever saw or handled, it wakens no idea, the faculty of association is not summoned to grasp this impalpable representative of a variable sound, it is nonsense to the child, and it is simply absurd to attempt to fix the name of this airy nothing, solitary and alone, on the blank wall of memory. And so this weary, yawning, memorizing process goes on through the entire alphabet. And when the whole twenty-six letters can be parrotted from A to izzard, please tell me what new ideas, what ideas at all, has the child gained? And when this is immediately followed by the ba—be—bi—bo—bu—by (booby!) process, what further enthusiasm or culture are established in the mind of the pupil? Is it strange that children grow weary, dull and spiritless under such unphilosophical, unmethodical first steps in learning? What should the process be? Why, precisely what nature and the order of obtaining knowledge dictate. Nature says, first create an appetite, (through the senses) then administer food proper in quality and quantity, then digest and assimilate, and finally evolve in manly thought and action. The order of obtaining knowledge with primarians is—first, objects, actual or pictorial; second, ideas; third names; last letters. Therefore it would seem to be the duty of the primary teacher first to attract the attention, kindle the interest, and awaken the appetite of the child, by presenting some object to its quickest sense, sight—to give birth in the mind to the idea, then present the name, and out of the name by exciting childish curiosity to educe the letter. Suppose a class of little ones before me, around me, no books, nothing but self, blank but recipient minds, and crayon and blackboard, and a cane in my hand. "Children, what is this?" "A cane," "a cane," is the wideawake response. Interest with questions of its use, who use canes, where they have seen any, &c. Having fixed and associated the idea, then place the name picture on the board, CANE. I swing my arm. Fix the idea and name ARM in like manner as before. Coming to school I saw some boys playing BALL. One boy struck the ball with a BAT. On the board the name pictures stand as follows:

C A N E
A R M
B A L L
B A T

Now, children, point out the things that look alike in all the names on the board. Curiosity and comparison are at once awakened. The letter is selected

and its name given, A. The sound distinction follows, so that the list on the board will stand as follows:

C A N E — *A*. (Long sound.)
A R M — *A*. (Middle sound.)
B A L L — *A*. (Broad ")
B A T — *A*. (Short ")

The child is already studying. Not only the single faculty of memory is exercised, but attention, comparison and imitation, for the child should be allowed at once to try eye and hand at copying, and thus pleasant employment beguiles the little ones in the first steps of learning. The philosophy of this system as known to the teacher is simply as follows:

1. Object, real or pictorial.
2. Idea, mental picture, sensation and perception.
3. Name, word-picture of idea or object.
4. Letters, fragments, pieces of the name.
5. Sounds and powers of the letters.

As suggestions to teachers and educators, the following complete chart of the alphabet is presented and if in a single school a fresh method of teaching the letters shall be introduced, or the countenance of a single pupil kindled to joy by opening up the avenues to early intellectual activity, my reward will be sufficient.

Pictorial representations in this column.	Names.	Vowels.	*Vocals.		Consonants.
	BABE	A	*A*		B b
	CAR		*A*		C c
	BALL		*A*		L l
	BAT		*A*		T t
	DEER	F	*E*	D d	R r
	HEN		*E*		N n
	KITE	I	*I*		K k
	SHIP		*I*		H h
	[illegible]	[illegible]	[illegible]	[illegible]	V v
	[illegible]		[illegible]		M m
	F X		[illegible]	F f	X x
	[illegible]UTE	U	[illegible]		M m
	[illegible]		*U*	J j	G g
	PUSS		*U*		P p
	COW	W			
	HOUSE		*OU OW*		
	BOY	Y			
	QUOIN		*OI OY*		
	ZEBRA	Z			

I have simply outlined the above method of teaching the letters, as indicating not only what ought to be done in methods of teaching even as low as infant classes, but to call the attention of school officers and supervisors to the fact that courses of study should be prepared to meet not only what we as men and women absolutely need to use in every day life, but should be so arranged as to conform to and answer the undeveloped but developing faculties of the mind. This should be the cardinal principle on which the school curriculum for our younger pupils certainly should be based. Even beyond the period of letters pupils are required to "write composition" before they have learned to think—to write on subjects concerning which they have gained no facts. In mathematics pupils have been forced clean away from the exercise and culture of judgment on first principles and luminous axioms to the dwarfing operation of solving long and tedious improbable "sums," not only demanding perfect accuracy, or to the guessing of arithmetical enigmas. So, too, in spelling. Our scholars from six to sixteen have not time to learn all the words in the English language, nor even all in the ordinary spelling-book. But they ought to know the ordinary rules and principles that govern general English orthography.

I regard this as a very important matter and one much neglected by school officers. In my previous reports I have presented courses of study which, with slight modifications, could be used in our schools, doubling the value of the preceptor s work, and economizing the brief achool period of our boys and girls, and while I feel inclined to repeat them here, I will only urge upon school officers the great necessity of "laying out" anew the work for teacher and pupil, and refer you to a course of study presented below, which has the seal of actual use in the district schools of some of our sister States. For a more complete course and "how to teach," officers and instructors are referred to a valuable manual, with the title just quoted, prepared by practical educators in New York and published in the same city by J. W. Schermerhorn & Co. In connection with the foregoing suggestions, I have deemed it proper to present the following course of study taken from the annual report of Hon. H. D. McCarty, Conn. and to earnestly recommend its perusal by our teachers and school officers.

COURSE OF STUDY.

PRIMARY GRADE—SECTION I.

READING—*Steps:* 1.* Read, spell and print on slates, from blackboards or cards the names of not more than ten familiar objects, the objects, or the pictures representing them, being personally examined by the pupils. 2. Not over 20 new words, no word containing over four letters, printed and spelled as before. 3. Not over thirty new words given and illustrated as before. 4. Not over forty new words printed and illustrated. Primer or First Reader introduced. 5. Read, spell and print sentences on slates, each lesson containing not over *one new* word. 6. Each lesson to contain not over *two new* words. 7. Each lesson to contain not over three *new* words. 8. Each lesson to contain not over three *new* words. 9. Each lesson to contain not over four *new* words. 10. Each lesson to contain not over four *new* words, pronounced, printed, spelled and illustrated as before.

LANGUAGE.†—Each pupil to present one *new* object at each recitation, to be contributed to a cabinet, which should consist of insects, leaves, flowers, seeds, metals, ores, coins, stones, fossils, fabrics, toys, articles of use. etc.

Steps: 1. Every pupil to present one *new* object at each exercise, and give the name or answer this question, "What is this called?" 2. Give name and tell where obtained. 3. Give name and tell how and where obtained. 4. Give name and tell when, how and where obtained. 5. Give name and tell when, how and where obtained and what used for. 6. Give name, tell when, how and where obtained, use, taste and smell. 7. Give name, tell when how and where obtained, use, taste, smell, feel and color. 8. Tell how, when and where obtained; give use, taste, smell, feel, color, size and weight. 9. Tell how, when, and where obtained, use, taste, smell, feel, size, weight, color and form; as, first, like a square; second, like a triangle; third, a rectangle; fourth, a rhombus; fifth, a circle; or sixth, irregular. 10. Give form: as, first, like a cube; second, a sphere; third, a cylinder; fourth, a prism; fifth, a cone; or, sixth, a pyramid.

NUMBER.*—*Steps*: 1 Develope the idea of *one*, *two*, *three* to *ten*, inclusive.

*Each step should occupy from two to four weeks.

†The language exercises in this section are to be entirely oral. The object is to cultivate habits of accuracy in the expression of thought.

*These lessons in number should be given orally, grains of corn, sticks or other objects being used to illustrate the combination of each lesson. Slate exercises should be prepared on slates at the seats.

by the use of pebbles, beans, acorns or other objects, at the same time teaching the figures representing them. 2. Show that each successive number is formed by adding one to the preceding number, illustrated by objects. 3. Teach the comparison of one number with another, as to the general magnitude. Illustrate by objects and conversations. 4. Use *one* as an addend to, or a subtrahend from each of the digits, illustrated by objects and conversations. Slate table exercises in addition only, copied from blackboard or text-book, and completed on slates, and read as a class exercise, thus: 1 and 4 equal 5; 7 and 1 equal 8; 5 and 1 equal ?; 8 and 1 equal ?, etc. 5. Use *two* as an addend to each of the digits, illustrated by objects as before. Table slate exercises as before, thus: 4 and 2 equal ?; 2 and 3 equal ?; 4 and 2 equal ?, etc. 9- Use three as an addend to each of the digits, illustrated as before. Slate table exercises. 7. Use *four* as an addend with slate exercises. 8. Use five as an addend in the same manner. 9. Use *six* and *seven* as addends to each of the digits in the same manner. 10. Use *eight* and *nine* as addends.

SECTION II.

READING.—*Steps* 1, 2, 3, 4 and 5: First Reader completed. The children to print on slates each reading and spelling lesson, and read from the same by letter at each recitation. Require the words of each sentence pronounced in a reverse order. All *new* words illustrated.

Steps 6, 7, 8, 9 and 10: Second Reader commenced. The printing, pronouncing and spelling of reading lessons continued. Script letters commenced, lessons to consist of not more than one *new* letter.

LANGUAGE.—*Steps:* 1 The children to point out objects represented in pictures and give name. 2. Tell whether the object is animal, vegetable or mineral. 3. Tell whether its origin is natural or artificial. 4. Give its use, apparent size and weight. 5. Print on slates a list of the names of objects represented in pictures, to be read and spelled as a class exercise. 5. Print a similar list of the names of real objects. 7. Tell the location of each object as represented in the picture. 8. Ask questions about each object, to be answered by the teacher or class. 10. Tell what can be done with each object.

NUMBER.—*Steps:* 1.† Subtract *one* and *two* from all the numbers from *two* to *tweney*, inclusive. Illustrate by objects, numeral frame, pictures, etc. Slate table exercises copied and completed in the same. Addition reviewed by the composition of slate table exercises. Roman notation from one to ten. 2. Use *three* and *four* as subtrahends from *one* to *twenty*. Slate table exercises as before. Roman notation from *ten* to *twenty*. 3. Use *five* and *six* as subtrahends. Table exercises as before. Roman notation from *twenty* to *thirty*. 4. Use *seven* and *eight* as subtrahends. Table exercises. Roman notation from *thirty* to

†Exercises in addition should be given with each slate table exercise in subtraction.

forty. 5. Use *nine* as a subtrahend from *nine* to *twenty*. Roman notation from *forty* to *fifty*. 6. Mul iply* each of the digits by one and two. Illustrate by objects. Roman notation from *fifty* to *sixty*. Slate table exercises. 7. Use *three* and *four* as multipliers. Roman notation from *sixty* to *seventy*. 8. Use *five* and *six* as multipliers. Roman notation from *seventy* to *eighty*. 9 Use *seven* and *eight* as multipliers. Roman notation from *eighty* to *ninety*. 10. Use *nine* as a multiplier to each of the digits. Illustrate as before. Slate table exercises. Roman notation from *ninety* to *one hundred*.

SECTION III.

READING.—*Steps* from 1 to 10, inclusive: Second Reader completed. Reading exercises copied on slates in script text, and all words of over four letters read by letter, from the same, as a class exercise. Not over two *new* verses given at a lesson. All *new* words illustrated by objects or familiar conversatiou.

SPELLING —Spell list of words copied and arranged from the reading lesson.

LANGUAGE.—*Steps :* 1. Write sentences telling the position of objects as represented in pictures, to be read as a class exercise. 2. Write sentences asking questions about objects represented in pictures, to be read by the class, and answered by the class and teacher. 3. Answer questions placed on the blackboard by the teacher about objects, the answers to be read in the class for criticism. 4. Write sentences telling what can be done with objects. 5. Describe imaginary actions of persons or animals represented in pictures. 6. Relate imaginary conversations of persons represented in pictures. 7. Write a dialogue about objects represented in pictures. 8. Write a dialogue about real objects. 9. Write a story about a picture. 10. Write a story about real objects or persons.

NUMBER.—*Steps :* 1. Use *one* and *two* as divisors. Oral and slate table exercises. Oral mental problems. Roman and Arabic notation to one hundred. 2. Use *three* and *four* as divisors. Slate table exercises. Oral mental problems. Roman and Arabic notation to one thousand. 3. Use *five* and *six* as divisors. 4. Use *seven* and *eight* as divisors. 5. Use *nine* as a divisor. Oral and slate table exercises. Oral mental problems. 6. Oral exercises in fractional parts, denominate tables, division of time and seasons. Slate table exercises in review. Addition, subtraction, multiplication and division tables completed. 7. Primary arithmetic commenced. Notation to millions. Graded † blackboard

* In multiplication teach and illustrate but one combination at a lesson; as, 3 twos are 6, and 2 threes are 6; 6 fives are thirty, and 5 sixes are thirty, etc.

† Problems or columns containing the digits *one* and *two* only, are said to be of the *first grade ;* those containing *one, two and three* only are of the *second grade ;* those containing *one, two, three and four* only are said to be of the *third grade*, etc. The pupils should not be permitted to commence problems of the second grade before being prompt and accurate in those of the first firade.

drill in columns, in addition. Slate table exercises in addition extended to on hundred. Abstract graded problems in addition, copied from the blackboard, card or text-books, without answers in the first five digits. 8. Graded problems containing the digits, six, seven, eight and nine, with applications by written and mental problems. 9. Written exercises in subtraction, the subtrahend containing the first five digits only, oral, mental and slate exercises. 10. Subtraction completed.

SECTION IV.

READING.—*Steps* from 1 to 10: Third Reader commenced. Lessons copied on slates to be spelled and read by letter from the same. Script writing on the slates.

SPELLING.—List of words of over four letters, copied from the reading lesson to be read from slates and spelled orally from dictation from the teacher.

LANGUAGE.—*Steps:* 1. Develope the idea of a hill, mountain, volcano, the parts and attributes of each, from nature, by pictures, stereoscopic views and conversation. 2. Develope in the same way the idea of a plateau, plain, valley, hill, etc., spring, pond, lake, the parts of, etc. 3. Develope the idea of a creek, rivulet, river, the parts of, etc. 4. Develope the idea of an island, peninsula, cape, a bay, gulf and sea. 5. Develope the idea of a continent, isthmus, strait, channel and ocean. 6. Hold conversations respecting the phenomena and influence of the sun—heat, cold, air, wind, moisture, fog, clouds, rain, frost. snow, hail, ice, summer, winter, thunder and lightning. 7. Hold conversations respecting the social condition of the people of different countries, as regards food, clothing, houses customs, and religion. 8 Hold conversations respecting agriculture and mining. 9. Hold conversations respecting manufactures and commerce. 10. Teach the cardinal points of the compass, map-drawing of the school-house, yard, school district, township, county, state, etc.

NUMBER.—*Steps:* 1. Use one, two and three as multipliers, no figure of the multiplicand being greater than five. Corresponding concrete, mental and written problems. Slate table exercises in addition, subtraction and multiplication extended to one hundred. 2. Use four, five and six as multipliers with corresponding concrete, mental and written problems. Slate table exercises as before. 3. Use seven, eight and nine as multipliers as before, the multiplicand containing any of the digits. 4. Use two or more figures as multipliers with corresponding written concrete problems. 5. Abstract operations, using one, two or three as divisors, each figure of the dividend being a multiple of the divisor. Concrete, mental and written problems. Extended slate table exercises. 6. Abstract operations, using four, five and six as divisors, with corresponding concrete

mental and written problems. 7. Abstract operations, using seven, eight and nine as divisors with concrete, mental and written problems. 8. Abstract operations in long division with corresponding written problems. 9. Abstract operations in long division, and mental exercises in the denominate tables and fractions. 10. Easy problems in United States currency. Primary arithmetic completed.

PRIMARY GRADE.

DIRECTIONS AND SUGGESTIONS.

READING.—The instruction in this grade to a considerable extent should be conversational. The children should be made to *understand* what they read, to avoid the dull, routine, "trip-hammrr" style so prevalent in our schools. They should learn to talk their reading lesson, and if this fails to make good readers; certainly rules for emphasis, inflection and expression never will. Printing or writing words or sentences and spelling the same from slates, should be practiced daily from the first day the child enters school. The teacher in progressing in the book should *make haste slowly*. Four reading and spelling lessons of not over ten minutes each should be given daily.

SPELLING.—Words should be selected from the reading lessons, and classified as follows:

1. List of words containing a given number of letters. 2. Words commencing with a given initial letter. 3. Words ending with a given final letter. 4. Words with a given number of syllables. 5. Words accented on a given syllable, etc. These word-lists should be read by letter from the slates, then dictated by the teacher for oral recitation.

PRINTING AND WRITING.—This exercise should be a constant accompaniment of the reading and spelling exercises. No lesson, in any study, should be accepted as prepared, unless a portion or all of it has been copied on slates. When the script letters are taught, care should be taken that *at first* the correct form of each letter be learned. A long pencil, held like a pen, should be used in writing on a slate or paper. Elementary exercises should be given in drawing lines, angles, squares, and in inventing simple figures.

LANGUAGE.—This branch should receive especial attention, because it is the only medium through which the child is to receive ideas outside of his experience, and because practical grammar, thus learned, in the correct and elegant expression of thought, is of more value than all the technical grammar that can be acquired through all the common school course. To teach the pupil that words have a *meaning*, and that objects have names, qualities properties and conditions,

expressed by words, objects or pictures representing them should be kept constantly within the cognizance of the senses, and to this end a cabinet of common things and pictures should be collected, from the contributions of the children, for continual reference by teacher. Daily oral or written exercises on this subject should be given every pupil in school.

NUMBER.—In this subject, more, if possible, than any other, each lesson should be perfectly learned before attention is called to the next. Slate table exercises should be required as a review at each recitation. But one table combination should be given at a lesson. Readingand completing table exercises at sight, from the blackboard or a text-book should receive daily attention. The table combinations should be thoroughly committed before the primary arithmetic is commenced. Blackboard column drill and extended table exercises should not be omitted until primary arithmetic is commenced. It is hardly possible to provide to much work for pupils in primary arithmetic. It is now that the child should be taught to add, subtract, multiply and divide on the slate, with promptness and accuracy. The mind should be kept awake at the same time by mental problems, illustrating the simple relation of numbers. Teachers should not forget that primary arithmetic, is the spelling-book of the whole arithmetical course Keep the little pupils actively employed in solving examples in addition, rather than idly hesitating and blundering over problems in fractions.

INTERMEDIATE GRADE.

SECTION V.

READING.—*Steps* from one to ten: Third reader completed. Reading lesson copied on slates and spelled by letter from the same. Drill exercises in the pronunciation of difficult words. New words illustrated. Not over two new verses given at a time.

SPELLING.—Simple words furnished by the teacher or selected from a spelling book, each word to be used correctly, by the pupil in a written sentence. The sentences to be read as a class exercise, after which the teacher should require the words spelled orally.

WRITING.—*Steps* from 1 to 5 inclusive: Book No. 1, written with a pencil *Steps* 6 to 10: Book No. 2, written with a pencil.

LANGUAGE.—*Steps :* 1. Write questions without any object, then answer them. 2. Write on paper, questions about an object; exchange questions in the class ; the answers to be written in a connected, topical form. Write exorcises on the following subjects: 3. The house I live in and how it looks. 4. The houses in which my friends live and how they look. 5. What I have and what I do with it. 6. What I wish and what I would do with it. 7. Where

I have been and what I saw there. 8. Where I would like to go and what I think I would see there. 9. Letters to my friends telling about home. 10. Letters writtan home telling where I am and what I see there.

ATITHMETIC.—Intermediate or practical arithmetic commenced. *Steps :* 1. General definitions, notation, numeration, etc. 2. One-step* problems in addition; graded exercises in blackboard and dictation column drill; corresponding oral mental problems. 3. One-step problems in subtraction, with corresponding mental exercises. 4. Two-step problems in subtraction, with corresponding mental problems. 5. One-step problems in multiplication; oral mental work. 9. Two-step problems inmulti plication: mental problems. 7. One-step problems in division with corresponding mental work. 8. Two-step problems in division. 9. Drill work in long divisidn. 10. Three-step problems in division.

[NOTE.—In each of the above steps, abstract problems should be copied and solved from the blackboard, cards or text-books without answers, until the pupils are prompt and accurate.]

ELEMENTARY GEOGRAPHY.—*Steps :* 1. Conversations about land and water. 2. Conversations about directions and distances. 3. Lessons about home. 4. The occupation of men. 5. Geographical definitions. 6. Text description of New England. 7. Map studies on the same. 8. Text description of the seven middle Atlantic States, viz: New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, and West Virginia. 9. Map-studies on the same. 10. Condensed and topical reviews, written from questions furnished by the teacher.

SECTION VI.

READING.—*Steps* 1 to 10: An easy fourth reader commenced. The preparation and length of lessons same as section one.

SPELLING.—Lists of familiar words selected from a spelling-book, the same used in sentences written by the pupils and read as a class exercise. Oral spelling of the same lists from dictation by the teacher.

WRITING.—Writing books Nos 3 and 4, written with a pencil.

LANGUAGE.—*Steps :* 1. Write questions about pictures, the questions to be exchanged in the class and answered on alternate days, in a connected topical form. 2. The pupils to reproduce stories related by the teacher to the class. 3. The pupils to reproduce stories of colonial or revolutionary history related by the teacher. 4. The pupils to reproduce a description of real or imaginary personal adventures, related by the teacher. 5. The pupils to write a descrip-

* A problem is said to be a one-step problem when only one operation is necessary in its solution. When two operations are necessary, it is said to be a two-step problem: When three a three-step problem, etc.

tion of impossible personal adventures. 6. Pupils to write a description of possible personal adventures. 7. The pupil to write a description of improbable personal adventures. 8. The pupil to describe probable personal adventures. 9 The pupil to write a journal of probable incidents while traveling through the United States. 10. The pupils to write a series of letters to friends, describing the country through which they are supposed to have traveled.

ARITHMETIC.—*Steps:* 1 Addition and subtraction of United States currency. 2 Multiplication and division of United States currency, and the solution of the bills of the shop, store and market. 3. Problems containing not over 3 steps in the application of United States currency. 4. Reduction and applications of English currency, and troy weight. 5. Reduction and applications of avoirdupois weight. 6. Reduction and applicption of apothecaries' weight and measure. 7. Reduction and application of the measures of space. 8. Reduction and application of the measures of capacity. 9. Reduction and applications of the measures of time and angular measure. 10. The addition, subtraction, multiplication and division of compound numbers with a thorough test theoretical and practical review. Intermediate arithmetic completed.

GEOGRAPHY.—*Steps:* 1. Text description of the nine Southeastern States, viz: North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Tennessee and Arkansas. 2. Map studies on the same. 3. Text description of the nine central States, viz: Minnesota, Wisconsin, Iowa, Illinois, Indiana, Ohio, Michigan, Missouri and Kentucky. 4. Map studies on the same. 5. Text description of the Pacific States and Territories, viz: Texas, Kansas, Nebraska, California, Oregon, Nevada, Washington, Idaho, Montana, Wyoming, Dakota, Utah, Colorado, Arizona, New Mexico and Indian Territory. 6. Map studies on the same. 7. Text review of the United States. 8. Map studies on the same. 9. Text review of North America. 10. Map studies on the same.

SECTION VII

READING.—Fourth reader continued. Preparation, recitation, drill exercises, and the length of lessons the same as section one.

SPELLING.—Sentence writing and oral spelling, the same as in section two.

WRITING.—Writing books Nos. 1, 2 and 3, written with a pen.

LANGUAGE.—*Steps:* 1. Stories related to the class by the teacher to be reproduced orally by the class at the following recitation. 2. Stories related as before by the teacher to be reproduced in writing. 3. Description of the action of the teacher or a pupil in presence of the class, presented in writing. 4. Objects shown to the class to illustrate the terms descriptive of mathematical form, as a square, a circle, a cube, a sphere, a pyramid, a cone, etc. 5. Objects shown to illustrate the terms descriptive of the properties or qualities of substances. 6.

Objects shown to illustrate the terms descriptive of the appearance, condition and color of substances. 7. Objects shown to illustrate the terms descriptive of the properties or qualities recognized by the senses of hearing, taste and smell. 8. Objects shown to illustrate the terms descriptive of the form, outline, condition and appearance of the surface. 9. Objects shown to illustrate the terms of avoirdupois weight, liquid and dry measure, linear, square and cubic measure, and United States and English coins. 10. Write descriptions of objects from a briefly prepared synopsis of parts, properties, qualities, condition, appearance and uses.

PRACTICAL ARITHMETIC.—*Steps:* 1. Principles and contractions of the fundamental rules, properties of numbers, cancellation, etc. 2. Reduction of fractions. 3. Addition and subtraction of fractions. 4. Multiplication of fractions and applications. 5. Division of fractions and applications. 6. Reduction of denominate fractions. 7. Addition and subtraction of denominate fractions. 8. Miscellaneous concrete problems in the application of fractions. 9. Notation and addition of decimal fractions. 10. Subtraction of decimal fractions and applications.

[NOTE.—Mental arithmetic in the corresponding subjects should be taught in connection with each of the above steps.]

GEOGRAPHY.—*Steps:* 1. Text description of South America. 2. Map studies on the same. 3. Text description of Europe. 4. Map studies on the same. 5. Text description of Africa. 6. Map studies on the same. 7. Text description of Asia. 8. Map studies on the same. 9. Text description and map studies on Australia. 10. General lessons and review. Elementary geography completed.

INTERMEDIATE GRADE.

SUGGESTIONS AND DIRECTIONS.

READING.—In this grade attention should be given to the illustration of words by conversations, objects or picture; to the correct pronunciation of words, marks of punctuation, accents, emphasis, the inflections of the voice, and the elementary sounds of the letters, and oral and phonic spelling. The teacher should endeavor to make the pupil comprehend the thought contained in every sentence, and not be content until that thought be as clearly expressed by the voice.

SPELLING.—The spelling book now may be introduced, but it is hoped that only those words, the meaning of which the pupils can be made to understand, will be used in the sentence making. They should, without the direct aid of the teacher, be able to use each word correctly in a sentence expressing an intelligible

thought. Follow this direction and the result will be fewer *wordy* and more *common-sense* wrters.

WRITING.—Much care should be used in the writing books in respect to the form of letters. Even slate exercises should not be accepted by the teacher, unless written with care and legibility. Written exercises should be prepared daily in all the different branches, even when the recitation is expected to be oral; for by this means, orthography, composition, grammar, punctuation and writing may be taught at the same time.

LANGUAGE.—Teachers should be careful that the children use only correct expressions in the oral and written exercises in language. Both class and teacher should watch that not an error escape notice. A little extra care in the beginning will save a vast amount of labor in the end.

ARITHMETIC —In practical arithmetic much time and attention should be given to the solution of concrete problems in the fundamental rules. It is presupposed that the pupils can readily add, subtract, multiply and divide. At this stage of progress the pupils should be taught the language by which the relation of numbers is expressed, as well as the theoretical relation of those numbers. These cannot be taught by solving fifty or sixty problems, but hundreds are required, and if not found in the text-books, they *must* be supplied by the teacher. The class should be reviewed daily by questions, and at least every two weeks a stated written topical review should be required.

GEOGRAPHY.—Should be taught in connection with written topical exercises, and slate, blackboard and paper map drawing. As many historical events as possible, connected with any country, State, county or town, should be related in the class by teacher or pupils, while studying the geography of those places. Stories of history related to the class, to be reproduced in writing at the following recitation, may sometimes take the place of the regular recitation with advantage.

ADVANCED GRADE.

SECTION VIII.

READING.—Fourth Reader continued or an easy Fifth Reader. Lessons copied on slates; words spelled from the same. Drill exercises in pronouncing difficult words. New words defined. Not over two new verses at a lesson.

SPELLING.—Oral and written spelling. Sentence making as before.

WRITING.—Books Nos. 4 and 5, written with a pen.

LANGUAGE.—*Steps:* 1. Write stories suggested by pictures. 2. Write letters of friendship. 3. Write business letters 4. Write notes of invitation and regret, etc. 5. Write business forms, as notes, contracts, etc., from memoranda

6. Write advertisements. 7. Write dialogues with real or imaginary persons. 8. Pupils relate what they have heard or seen. 9. Pupils relate what they have smelled, tasted or felt. 10. Pupils relate what they have thought.

GRAMMAR.—Technical grammar commenced with a text-book.

[NOTE.—Practical and oral grammar should be taught at every step of the pupil's progress, and especial attention should be given to it, in connection with the oral and written lessons in language. Almost any primary text-book may be used in this grade by being careful that the progress through the book be gradual and thorough.]

PRACTICAL ARITHMETIC.—*Steps:* 1. Multiplication of decimal fractions. 2. Division of decimal fractions. 3. Denominate decimals and applications. 4. Metric system of weights and measures. 5. The problems of percentage. 6. Commission, brokerage and stocks. 7. Profit and loss. 8. Insurance and taxes. 9. Partial payments.

GEOGRAPHY.—Intermediate geography commenced. *Steps:* 1. The earth, directions, land and map questions on the same. 2. The sea and map exercises on the same; the land and map exercises 3. Inland waters and map exercises. 4. Climate, vegetation, wants and occupation of men, and commerce. 5. Description and map exercises on South America. 6. The same on North America, 7. Africa. 8. Australia. 9. Asia. 10. Europe.

SECTION IX.

READING.—Fifth Reader. Drill exercises in pronouncing difficult words. All new words spelled and defined. Lessons not over two new verses.

SPELLING.—Writen and oral spelling. Sentence making as before.

WRITING.—Books Nos. 4, 5 or 6.

LANGUAGE.—*Steps:* 1. Write stories suggested by pictures. 2. Write sentences from dictation by the teacher or competent pupil, 3. Write sentences expressing the same thought in different ways. 4. Write from memory stories read by the teacher. 5. Change to prose simple stories in rhyme. 6. Write letters to friends. 7. Write letters to newspapers, descriptive of places and customs of foreign people. 8. Write sentences telling of what objects remind you. 9. Write paraphrases by the substitution of words. 10. Write parodies on popular pieces of prose or poetry.

GRAMMAR.—Primary grammar continued. Attention should be given to the annalysis of the sentence, and especially to the correct use of the irregular verbs in the different modes and tenses.

ARITHMETIC.—*Steps:* 1. Problems in interest. 2. Banking and exchange. 3. Partnership. 4. Alligation, ratio and proportion. 5. Involution and evolution. 6. Mensuration. 7. Custom-house business and foreign exchange. 8.

Average accounts current. 9. Gold, bonds and currency. 10. Philosophical problems, series, etc.

GEOGRAPHY.—*Steps:* 1. Map studies on the United States. 2. Text description of the same. 3. New England. 4. Middle Atlantic States. 5. South Atlantic and Gulf States. 6. Central States. 7, Pacific States. 8. Mathematical geography, latitude and longitude. 9. Map drawing and topical review of the United States. 10. Map drawing and topical review of North America, South America, Europe, Asia, Africa and Australia.

ADVANCED GRADE.

SUGGESTIONS AND DIRECTIONS.

READING.—This exercise should be conducted with a view to vocal culture, correct delivery, appreciation of different kinds of composition, and the culture of taste. Attention should be paid to all the points which have been specifically mentioned in the other grades.

SPELLING, both oral and written, in selected words, proper names, sentence making, in connection with a *constant use* of the dictionary, should receive attention in this grade.

PENNMANSHIP.—A good, plain, ready handwriting is required of every pupil in this grade, and to secure this result the teacher should see that proper instruction is given.

LANGUAGE.—Daily lessons should be given in this exercise, even at the expense of some of the other branches, as grammatical accuracy, ease and readiness in the expression of thought are of the greatest practical importance. This readiness and accuracy can only be acquired by *practice*, though it must be practice of the right kind, for an error practiced is an error confirmed.

GRAMMAR—The study of technical grammar is of great importance. It should, however, be delayed in the school course until the minds of the children are sufficiently matured to understand the technical relation and dependence of words, and the logical relation of thought. The practice of crowding the memory with such terms as "adjective and adverbal elements, adjuncts and attributes," before the mind is capable of forming conceptions of the ideas they *should* call up, cannot be too strongly condemned. At the proper time, properly taught, grammar, especially the analysis of the sentences, should by no means be neglected, for by it much of the force, power, clearness and beauty of the English language is brought within the comprehension of the child.

GEOGRAPHY.—Map drawing and the general features of the different coun-

tries, mathematical, physical and political, should be taught, so connected with history as to give a synoptical review of the whole subject. There are too many things to be learned to permit pupils to spend much time in memorizing a list of all the post-offices even in one hemisphere.

GENERAL EXERCISES.

Every day there should be a time set apart for a general exercise upon some subject not pursued as a regular study. The teacher should present these subjects in a simple, conversational style, being careful not to give too many ideas at the same time.

BOOK-KEEPING should receive attention in this grade to an extent which will enable every pupil to keep a set of books by single or double entry for any ordinary business. Writing contracts, notes, receipts, etc., cannot be too strongly recommended.

HISTORY.—Stories should be read, or better, related to the school by the teacher, or at least onec each woek.

THE SCIENCE OF COMMON THINGS should receive its due attention, as it will lay the foundation for future thought, investigation and usefulness.

BOTANY and ZOOLOGY can be taught and illustrated by specimens to an extent which will explain all the technical terms in common use pertaining to them. Physiology, the laws of health, and hygiene should receive proper attention.

SINGING should be practiced daily from five to ten minutes.

MORAL LESSONS should be often given to the school, not by dry, didactic sermonizing, but by impressive and attractive anecdotes or stories, told in a simple and touching manner by the teacher. Such should be selected as will develop the affections, the social and moral qualities of the heart, as will teach the duties children owe to each other, their teacher, their parents and their God. Above all he should set such an example of politeness, patience and forbearance before his pupils, and manifest toward them such a cheerful and affectionate nature, as he would wish to see them imitate.

INSTRUCTION.—Better delay for a future time what can be but imperfectly understood to-day, as there are a thousand and one things, equally valuable, that can can now be appreciated. Give them but one *new* idea at a lesson, if you wish the children to retain it; spend the balance of the time in review, Real progress depends more upon a little understood and remembered, than much memorized to be soon forgotten.

If it is desirable to give extra instruction in any branch, as drawing, penmanship, or music, daily lessons of from thirty to forty minutes may be substituted for the regular recitations, devoting to that purpose the first hour on Monday, the second hour on Tuesday, the third hour on Wednesday, etc., with much advantage to the pupils.

CLASSIFICATION.—Teachers should be careful that pupils of the same progress and ability only are placed in the same class, for when this is not done the quick and bright becomes idle from not having enough to do, the slow and stupid idle from discouragement. Pupils need not necessarily recite in the same grade in all the branches, as cases will occur in which the same pupil should recite in arithmetic in the primary grade, and in reading in the intermediate. It is desirable that those studies in which pupils are behind their grade receive extra attention, that as soon as possible they can recite in the same grade in all their studies.

PROGRAMME.—No teacher should fail to have a carefully prepared, written programme posted in a conspicuous place in his school-room, and *live up to it*. He who fails to have a time for each recitation, and each recitation in its time cannot be a successful teacher.

The following programme is offered as a suggestion, the ten-minute periods being used merely that all the studies might be represented. Short and prompt recitations, however, have been found to produce the most satisfactory results, for they necessitate *short* lessons, which are more easily learned and remembered. All the pupils can thus be kept *busy*, which is the secret of successful management in the school-room.

9.00 to 9:10 A. M.	Music and Opening Ex.	1:00 to 1:10 P. M.	P. G. First Reader
9:10 " 9:20 "	P. G. First Reader.	1:10 " 1:20 "	" Second Reader.
9:20 " 9:30 "	" Second Rerder	1:20 " 1;30 "	" Third Reader.
9:30 " 9:40 "	" Third Reader.	1:30 " 1:40 "	I. G., Fourth Reader.
9:40 " 9:50 "	" Numbers.	1:40 " 1:50 "	A. G., Fifth Reader.
8:50 " 10:00 "	" Tables.	1:50 " 2:00 "	P. G., Numbers.
10:00 " 10:10 "	" Pract. Arithmetic.	2:00 " 2:10 "	" Table Exercises.
10:10 " 10:20 "	I, G., Pract. Arithmetic.	2:10 " 2:20 "	" Prm. Arithmetic
10:20 " 10:40 "	A. G., Pract. Arithmetic.	2:20 " 2:30 "	Int. G. Pract Arithmetic
10:30 to 10:40 A. M.	Recess.	2;30 to 2:40 P. M.	Recess
10:40 to 10:50 A. M.	Int. G. Element Geog.	2:40 to 2:50 P. M.	P. G.* First Reader.
10:50 " 11:00 "	A. G., Intermediate Geo.	2:50 " 3:00 "	P. G.* Second Reader.
11:00 " 11:10 "	P. G. Language	3:00 " 3:10 "	P. G.* Third Readr.
11:10 " 11:20 "	" First Reader.	3:10 " 3:20 "	I. G., Language.
11:26 " 11:30 "	" Second Reader.	3:20 " 3:30 "	A. G., Language.
11:30 " 11:40 "	" Third Reader.	3:30 " 3:40 "	A. G., Grammar.
11:40 " 11:50 "	Penmanship; Drawing	3:40 " 3:50 "	Orthography, Music
11:50 " 12:00 "	and Printing.	3:50 " 4:00 "	and Gen. Exercises.

*The Primary Grade may now be dismissed.

TEACHERS' INSTITUTE.

Our Territorial Teachers' Institute held at the city of Elk Point, on December 22nd, 23rd, 24th and 25th of the present year, was not so well attended as I could have desired, yet there were quite a number of teachers present. The notice given of the holding of the Institute was shorter than should have been given, the responsibility for which the Superintendent assumes, and to which he ascribes the fact that some teachers and Superintendents who might otherwise have been present, remained away, perhaps not being able to make arrangements to lay aside their other duties. However, I am convinced that much good was accomplished. All the teachers present took a deep inrerest in the exercises, all of which were practical, and caluclated to impart such instruction as meets the wants of the teacher. I do not deem it necessary to speak more extendedly on this subject, as I have fully expressed my views as to the advantages of Teachers' Institutes, and its objects, in my address, which is made a part of my report. I would, however, suggest that it is advisable for our Legislature to enact a law requiring teachers to be allowed the time spent at the Institute, from the time they are engaged to teach, in all cases where schools are in session at the time. In doing this mauy teachers will attend who otherwise would remain away, not feeling able to lose the time, and the district would be more than compensated from the increased ability of the teacher in new methods of instruction acquired at the Institute.

It mry not be out of place to embody the minutes of the proceedings of the Institute, during its four days session, which is hereby appended, and made a part of my report.

ELK POINT, D. T., December 22d, 1874.—2 o'clock P. M.

The Institute met pursuant to call, and upon motion Hon. E. W. Miller was elected President, and Hon. E. W. Laird was elected Secretary. Devotional exercises were conducted by Nathan Ford, County Superintendent of Education of Yankton County.

The President appointed Mr. Ford, Miss Jennings and Mr Goltry a committee on programme.

The Secretary then enrolled the following names:

L. Q. Jeffries, W. H. Goltry, J. C. Barnes, Proctor Maynard, John Flannery. William DeCamp, Thomas Burry, Runyon Compton, Nellie Story, Sarah Higbee,

Mary Jennings, Mary Lynch, Netty Goff, Emma Benton, Calista Benton, J. A Wallace, Mrs. E. W. Laird, Mrs. E. W. Miller, Thos. Smith, F. W. Power, L. W. Bower, Mrs. Hunt, J. Edwards, Mrs. H. Murphey, Edward Cummings, G. B. Chase, Mrs. Massey, Miss Holiday, D. P. Hopkins, Miss E. Hopkins, Nathan Ford and W. M. K. Cain, County Superintendents.

Mr. Nathan Ford then gave a class drill in arithmetic, after which the question was discussed with regard to the best method of preventing tardiness, Mr. DeCamp, Mr. Ford and E. W. Miller, giving their opinions.

There was then given a lesson in spelling. The words pronounced and the teachers writing them on slips of paper, two of the class spelling every word correctly.

The Institute then adjourned until half past 6 o'clock.

EVENING SESSION.

Institute convened and listened to an address by Hon. E. W. Miller, the Territorial Superintendent. SUBJECT:—"Importance of Teachers' Institutes." Which had been carefully prepared, and was well received, and will be published in the Superintendent's Report. After which the Institute adjourned until December 23d, at 9 o'clock A. M.

WEDNESDAY MORNING 9 o'clock A. M.

Institute called to order by the President. Devotional exercises by E. W. Laird. An exercise in grammar was then given by Mr. Goltry, illustrative of his method of teaching a primary class, which showed him to be familiar with the subject. Miss Mary Lynch then gave a lesson in history. She was of the opinion that history could be best taught to beginners by the teacher repeating to his or her scholars a story, and then have them repeat what they could remember of it. The lesson was very interesting, after which Mr. Beckington, of DesMoines, gave an address on discipline.. Mr. Beckington being an old teacher, his remarks were not only interesting but very instructive. Miss Higbee, presiding at the organ assisted by Mr. Ford, Miss Story and others then discoursed some fine music. Recess. Lessons in writing by Mrs. E. W. Laird. Mrs. Laird was for some time teacher of writing in an eastern seminary and is at home in that profession.

Mr, Maynard gave instructions in arithmetic. Miss Higbee and others furnished some music and the institute adjourned until 1:30, P. M.

AFTERNOON SESSION

Music by the Choir. Mr. E W. Laird then gave instruction in his method of teaching geography.

Mr. Ford then proceeded to drill the class for reading for half an hour.

Mr DeCamp then gave instructions in his method of teaching spelling. Mr. Beckington was placed in charge of the query box Quite a number of ques-

were discussed at length ; among others, the questions of corporal punishment, compulsory education, whispering in school, the best way to obtain good teachers and the question of self reporting which last was by a vote of the teachers decided not to be for the best.

RECESS.

The Institute then listened to select reading by Mr. L Q. Jeffries, entitled "The Baron's Last Banquet." It was well rendered and elicited many favorable remarks. Mr. Ford then proceeded to give a lesson in Physiology. His subject was the Heart and Lungs. The lesson was continued for half an hour, and then allowed to go over till the next morning with the promise of Mr. Maynard that he would bring a subject in order that the explanation might be more practical.

The chair then appointed Miss Story and Messrs. Edwards, Bower and Beckington, a Committee on Resolutions. On motion the President was added to the Committee, and it was instructed to report before Mr. Ford and his teachers left for home. On motion Mr. Ford was appointed a committee of one to take charge of the Institute on Thursday forenoon and give a regular school drill.

Mr. Beckington then opened his question box which occupied about thirty minutes, giving his opinion in regard to the questions, which made it very interesting, and at the same time giving each teacher a chance to express their views.

The Institute then adjourned until 9 30, P. M.

EVENING SESSION.

Institute called to order. Music by choir assisted by Judge Blair. Governor Pennington was then introduced to the audience. The subject of his address was Education. He spoke for forty minutes to a crowded house, and we think convinced every one present he was a firm friend of education. Mrs. E. W. Miller then read the poem entitled "Prayer and Potatoes," "Charley M'Crea," and some others as only she can read them. Mr. Ford then delivered a lecture on "Syria."

Mr. Jeffries then read "Shamus O'Brien," to a delighted audience, when the Institute adjourned until Thursday morning.

THURSDAY MORNING.

Institute called to order by the presiding officer for the day calling the roll. Quite a number were absent, but came in in a few minutes. He inaugurated the exercises by having the tardy ones proceed to the board and place their time tardy on the board together with their number. He then conducted the devotional exercises, placing a sentinel meantime at the door to stop all intrusions during devotions.

The first lesson was in common fractions; time, 30 minutes. The second in decimal fractions, 30 minutes.

RECESS

A lesson in mental arithmetic to a small class brought in for the purpose. The lesson was given with objects and blackboard combined and well elucidated.

Mr. Maynard then brought in the heart and lungs of a calf, and the promised lesson in physiology was given, much to the edification of all present. He then gave a lesson in his method of teaching geography, and the Institute then adjourned until 1 30, P. M.

AFTERNOON SESSION.

Report of Miss Lynch, the critic, was read. She took occasion to criticise the President in his position, and the Secretary in his grammar, after which she felt at liberty to wake up the balance, for all of which we were much obliged.

The committee on resolutions reported the following:

The Teachers of Dakota Territory in Institute assembled, at Elk Point, Dec. 22nd, 23rd, 24th, and 25th, 1874, express themselves by resolutions as follows:

1st. That in default of Normal schools, and other conveniences for educating teachers, we deem Teachers' Institutes an urgent need. That these Institutes should be encouraged by our people and the law-making powers, that attendance thereon by teachers should be obligatory, and the time of such attendance should be allowed them the same as if teaching.

2nd. That we thank Governor Pennington for his attendance at our Institute and for his encouraging address upon educational matters.

3rd. That our thanks are due to, and tendered Hon. Nathan Ford, of Yankton, for his efficient services in conducting many exercises in the Institute and, and for his instructive address on Syria.

4th. That the teachers present hereby tender their sincerest thanks to the citizens of Elk Point, for their kindnes in entertaining all free of charge during the entire session and the desire manifested to make all comfortable and to make our stay among them as pleasant as possible. That for the kind consideration manifested on their part we shall ever believe they have the interest of education at heart and fully appreciate our labors and have thereby shown their respect for our profession.

5th. That the teachers of Yankton are entitled to special mention for their prompt and steady attendance and ready participation in the work of the Institute.

6th. That uniformity of text-books in the Territory is desirable and we trust the Legislature will do nothing to endanger its continuance.

7th. That we commend the wisdom of Hon. E. W. Miller, our retiring Territorial Superintendent, in refusing to burden our people with a change of books believing that those in use are good enough for all practical purposes, and hence we hope the policy he has pursued will remain unchanged.

8th. That the officers of the several school districts of the Territory be earn-

estly requested to purchase Cornell's Outline Maps and Globes, for the use of the school-rooms, as long as Cornell's Geography shall be used, and also to furnish a Webster's Unabriged Dictionary for each school-room.

9th. That for poor pay no other than poor service can be expected, and hence we recommend the Legislature to increase, rather than diminish the pay of County and Territorial Superintendents, and to place it at such amount as to enable them to devote their entire time and energies to the cause of education.

10th. That we also recommend that the per diem of County Superintendents be raised to $5 per day, or three dollars and actual expenses, and that the same be prid out of the County School Fund.

11th. That a copy of the above resolutions be furnished each paper in the Territory for publication.

Upon motion of Mr. Ford the Secretary was instructed to transmit that part of the resolutions referring to the School Law, to the committee of Edueation, in the Council and House of Representatives of our Legislature, now in session in Yankton.

Upon motion the resolutions were unanimously adopted. The Institute then listened to an address by Mr. Ford, entitled, "Little Things."

The Yankton delegation was excused, so that they might eat their turky at home on Friday. The Institute was then addressed by Rev. Hott, pastor of the U. B. Church, at Elk Point. The sudject of his address was, "The Good Student," and it was handled to the entire satisfaction of all present, after which Mr. Power took charge of the grammar class, and gave some instructions in diagramming.

Mrs. H. Murphey then took charge of the class and drilled it in reading and spelling, which was very instructive. She also illustrated her method of teaching fractions. Many questsons being asked by members of the class, whicy were promptly answered.

Mr. Beckington then took charge of the queery-box and gave many excellent ideas with regard to the duties of teachers and County Superintendents.

Institute adjourned until 9 o'clock Friday morning.

FRIDAY MORNING.

Institute called to order, and devotional exereises conducted by Mr. Bower, of Vermillion.

Mr. DeCamp gave a lecture on miscellaneous matters pertaining to schools, including blackboards, ink, dictionaries, &c. He favored the plan of all schollars being furnishedwith slate and pencil or paper, and he also favors letter-writing as an exercise, but does not favor the study of grammar as a book.

Mr. Bower then gave instructions in his method of teaching simple interst.

Followed by Mr. Edwards, Mr. Power explained his method of teaching the same subject, by fractions and cancellation.

Mr. Maynard then gave his method of explaining the reason for inverting the diviror in division of fractions.

Another lesson was given in grammar, by Mr. Goltry, when the Institute adjourned until 1:30 P. M.

FRIDAY AFTERNOON.

The exercises consisted of instruttion in spelling, by Mrs. E. W. Miller, and writing, by Mr. DeCamp.

History by Miss Lynch. Bulletin board by Mr. DeCamp. Grammar by Mr. Bower. Discussion and, lastly, report of Critic. Adjourned until 6:30 P. M.

EVENING SESSION.

The closing exercises on Friday evening were almost entirely of a literary character, consisting of an address on the subject of "Education," by Rev Coffman, which was very ably handled; after which there was a declamation by Mr. Power, followed by selected reading by Mr. E. W. Miller, L. Q. Jeffries, G. B. Chase, and Mr. Goltry and a brief, but pointed and sound address to teachers, by Mr. Edwards, on "How to Organize a Public Schoo." Mrs. E. W. Miller, Miss Port and Miss Cain, discoursed some excellent music.

The exercises closed by a valedictory address, by the Territorial Superintendent, and the Institute adjonrned, all feeling that it had been a pleasant and profitable time.

E. W. LAIRD, Secretary.

THE COUNTY SUPERINTENDENTS.

In my last annual report I urged you to reward energy, and believe my appeal was not made in vain, especially when I note the improvement that has been made in all or nearly all our schools, and the general advancement in the cause of education in the counties from which I have received reports. As I stated before, you are truly the guardians of the school interests in your respective counties, and it is your bounden duty under the law to see to it that teachers and school officers do their duty, and that all make their reports promptly in accordance with the blanks furnished, and at the time required by law. If you are qualified to fill the position to which you have been elected, and have the will, your power to accomplish good may be far beyond even your comprehension If you are not qualified to fill the position, or have not the will and courage to do your duty, you should immediately resign your places, and let them be filled by those who willl perform their duties faithfully and well. I am, however, pleased to state that the Superintendents of the past year were generally men who were qualified, and who faithfully discharged the duties incumbent upon them. I trust that all those who have been recently elected will as faithfully perform their duties. Our children must be educated, society demands it and the preservation of our free institutions

can and will be perpetuated in no other way. It is the duty of each of you to meet the teachers and children as often as consistent with your duties, in the school-room, to give advice and offer encouragement. You should manifest in your increasing labors in the cause, that you have the education of the masses at heart.

I must also suggest further, that you do not always wait the action of the people in organizing new districts, but you should, wherever a school is needed, and the population is sufficient to justify, advise the people to form themselves into a district. You must instruct them how to proceed in their district organization, for they too often wait and neglect getting a petition, wholly because they are ignorant of the law and the manner of properly presenting their wishes to the Superintendent.

I am still of the opinion that the Legislature fully intended to confer upon you the power at any time of organizing new districts without awaiting the slow action of the people to present their petition.

I must request that you prepare yourself fully to give the most approved methods of instruction on all the branches of study taught in our schools. The teachers have the right to expect as much from you, and unless you fully understand these subjects, it is impossible for you to exercise that wise control and supervision that is contemplated by law.

It will be advisable also for you at least once in each year, to hold an Institute for the instruction of school officers in your respective counties, at which they may be instructed as to the law governing their action. In these Institutes all matters pertaining to the building of school houses, and furnishing them with blackboards, outline maps, globes and other conveniences may also be discussed, allowing the school officers to take part in the discussions. In this manner much good can be accomplished, and much more efficient services rendered by our school officers. District clerks will there learn how to make out their reports properly and at the time required by law; so, that hereafter no school district will lose its share of the county fund through the ignorance or carelessness of the clerk.

Such associations will also awaken a deeper interest among the masses, and will greatly tend to increase the efficiency of our public schools.

The Superintendent of the Schools of Minnesota, in his report for 1873, says: "It is in vain to build school houses, levy taxes, establish Normal schools, hold Teachers' Institutes for the purpose of fitting teachers for their calling, unless district officers are qualified to perform their duties intelligently. It is not too much to say that out of the 12,000 school officers in the State, there is not one-fourth of them who can make an accurate report of the doings of the district during a school year, no matter how simple the blank may be, which is furnished upon which to make such report. That this is no exageration of the facts, I ap-

peal to every county superintendent in the State to bear testimony to the truth of the statement. This being the case, the place to begin making needed improvements in our common schools, is to educate the school officers in regard to their duties. The following is quoted from the November number of the American Journal of Education:

"The advantages of a well-conducted Teachers' Institute, to the teachers, the schools, and the whole community, are now generally recognized, and such institutes are nearly universal. Under their influence better methods are coming into use, and the common school system is becoming a system in fact as well as in name."

But to effect this most completley, others, besides the teashers need to be interested. Indeed, one of the best results of the Congressional district Institutes held in this and other States, has been to awaken a deeper popular interest in schools, and to call into active participaion men of all professions. The public school, to hold its proper plaee in the hearts of the people, needs to be recognized by men of all professions and parties, as the highest local concern in the State. In making it such, teachers and directors have a common interest.

We are glad to see in the *Weekly Fair Play*, (Fulton, Mo.,) several vigorous articles regarding school houses, appropriations, and the election of directors. For its very plain statements of what is too often true we quote the following passage:

"The office of school director is a very responsible one at any time, and the very best men who can be prevailed upon to accept, are the ones who ought to be put in nomination. It is not one of those positions to which the professional office-seeker aspires; he manifests no particuiar aptitude for any office where there are no emoluments. But the private citizen who voluntarily accepts the position of school director, knows beforehand that it is all work and no pay; that emoluments are out of the question; and even the honor, for which the best of men are willing to make some personal sacrifice, is not only grudgingly bestowed, but too often entirely withheld; and those who conscientiously perform the duties imposed upon them, meet only with opprobrium and reproof from those they have done their best to serve."

The people must not only select the best men for school directors, but when elected they are entitled to hearty support. In several States. School Directors' Institutes are held with the most beneficial results. There are many questions that can very appropriately be considered in such gatherings. Plans for building and furnishing school houses, levying and collecting taxes, grading pupils, course of study for common schools, compensation of teachers and superintendents school statistics, making reports, discussing blank forms for the same, examination of teachers, monthly written examination of schools, establishment of central

township high schools, management of funds, issuing of bonds, quality of text-books, the topics that might be brought before such a meeting and discussed to the profit of our school system are endless.

One advantage of such Institutes would be to ascertain the necessity of school legislation, and when discovered and canvassed by the directors, by a little co-operation they could easily secure representation favorable to the school interest, and to every wise measure for its promotion. By bringing school officers in convention, to discuss questions vital to our common school interests, a new stimulus would be awakened in them, parents would become intererested, and an increased impetus given to educational matters in every district in a county.

Legislation is required to authorize county superintendents to call and conduct such Institutes."

But until such legislation is effected, I consider it the duty of County Superintendents to hold such Institutes. While there is nothing in our law commanding it to be done, and no appropriation made for that purpose, yet I think that Superintendents could draw their per diem for such service as well as any other, and the school officers would be willing to spare at least a few days of their time each year in acquiring a correct knowledge of the duties incumbent upon them. I must therefore recommend that our present Legislature pass a law authorizing the holding of such Institutes, at least once in each year, in each of the organized counties of the Territory, believing that they will be a great auxiliary in the advancement of the cause of education.

I have stated elsewhere in my report that the salaries of county superintendents ought to be increased. This should be done in order that they may be enabled to spend their time in the work with the feeling that their services are appreciated, and also that that they may thereby more fully appreciate the responsibility of their office. I did this realizing the importance of the office of county superintendent; for, as I regard it, there is no more important agent connected with the successful working of the school system. Supervision—intelligent and constant supervision, is the great need of our schools, and when our people are so fortunate as to have those among them who are interested in the schools, who by reason of experience in teaching are qualified to tell what a good school is, and who if a school is not a good one, know how to make it such. They should see to it that such men are well paid and none but such as are well qualified and have taught themselves should be chosen as superintendents. I wish to say further, that a good, faithful, well qualified superintendent is worth more to a county than a half-dozen or more of its best teachers

But if he would succeed he must be a man who knows how to organize, classify, and govern a school. He should understand these things better than any of his teachers, and ought to be able to arouse enthusiasm in both teacher and pupil.

He should in fact be a complete master of the science of education, one whose long experience in school work has made him familiar with the best things needed for its improvement. He should bear in mind, that a hasty or formal visit made occasionally, in the intervals of relaxation from his other duties, has no special value either to the teacher or the scholars, or the patrons of the schools. Unless his visits awaken and encourage to better results, his supervision is of little value. Good work and constant work are the all important things to be secured, and I cannot more pointedly express the views I desire to impress upon the minds of our superintendents, than by quoting the words of one of our ablest educators. He says, 'In exercising the powers of supervision, the superintendent should be firm but mild, strict but kind. He should impress the teacher with the fact that all his offices are well meant, and performed in a friendly spirit."

Praise should be more gladly and freely bestowed than censure, and suggestions of amendment should even be made in a polite and kindly manner, and for the most paat privately. In short the demeanor of the Superintendent should be such that the teachers will recognize in him a true friend, and one who really desires and seeks to promote their welfare, and the success of the schools over which he presides. These matters should always be born in mind by our Superintendents. They should consider themselves the executive officers in their respective counties, in educational matters, selected by the people to enforce their legislation, and manage their schools, and the question here arises, who are our best Superintendents? I answer, it is that man who gives to his schools all his time, all his thought, all his culture, and puts his best life in them. If we look over the country, where do we find our best schools? In what States, or in what counties? No one will hesitate for a moment to say in those States or those counties where there is the most efficient and effective Supervision, where there is an experienced, qualified go-a-head-live man for Superintendent, where his whole time, attention, heart, soul and energies are enlisted in his work.

TO THE TEACHERS.

I will say that there is no more honorable calling than yours, nor any in which the responsibilities that attach, are more onerous. You may, however, feel a just pride in being chosen as the educators of our youth. That the parents should entrust to you the mental and moral training of their children, and you should be satisfied with nothing less than the discharge of your whole duty. You must not be content with present proficiency, for this is an age of advancement, and I care not how much you know, there is always more knowledge to be attained. You must study new and improved methods of imparting knowledge, and in regard to the government and management of schools, and, in short, you should study how to impart the information that the child is seeking, in the plainest, as well as the

speediest manner. Aim to to make yourself efficient in everything you have to do. The earnest teacher, whose heart is in his work, will strive to be considered as one of the foremost in that grand army of educators who have selected teaching as their life work. To become truly efficient the teacher must consult his compeers, must learn their methods of teaching, must read Educational Journals—in short, must attend Teachers' Institutes whenever opportunity affords, for it is there that he meets his brethern in the good cause, and where he may get the views and opinions of some of our best educators, as to the best and plainest manner of giving instruction in the various branches of study, and also as how best to govern your school.

Teachers! yours is with but one exception the noblest calling man can follow—Whilst the pulpit's may, possibly, be the first, yours is certainly second, if not equal in importance to the ministry, and I dare not say that teachers are not today doing more for the moral welfare of the nation than is the ministry. If it is not so, it may become so by proper effort. You have it in your power to mould both the minds and heart of the youth under your charge to a great extent, according to your own moral nature, therefore I will say that all teachers ought to be good men and women, whose every act and word would tend to the moral as well as intellectual advancement of the child. Very many of the teachers I have met n the Territory are excellent men and women, who seem to be in earnest, and I must admit that there has been a vast improvement in the manner of teaching and in our school government generally, during the past two years, yet there is not that efficiency that is demanded by the times, and hence I must urge the teachers onward to renewed energy.

TO THE PARENTS OF PUPILS.

I must suggest to you that we need your aid to encourage the cause of education. The school officers and teachers can accomplish but little without your assistance. See, first that your children are supplied with such books as are needed, then encourage them to attend school regularly, and always in season. Show them by your conduct that you respect the teacher, your children will, and if they do, you may feel assured that they will learn. Another thing, and not less important, I will urge upon you, and that is, to prepare means sufficient to have at least two terms of school in the year. You may think that you are not able, but the mony invested in this way will pay you more than a thousand fold.

You should also visit the school often, your presence will do much to stimulate teacher and pupils. All will feel from this action on your part, that you are deeply interested in the education of your children, and each will do their best to show you that they are making improvement,

We have a vast foreign element that needs instruction, not only that they may

understand and speak the established language of the country they have selected as their future and permanent home, but that they may become the better acquainted with the institutions which are to govern their actions, and control their future destinies.

It is a pleasure to note with what earnestness these foreigners take hold and show a willingness to assist in developing our educational system and how little any of them complain of the burdens of taxation imposed to foster and encourage our public schools.

No better class of men ever came to our shores than are the French, Celtic, Norwegian and Swede elements which now make up a great portion of the population of the Territory. They are not only industrious and enterprising, but display a desire for information which promises well for the perpetuity of our free institutions.

As to the Russian element which has but recently settled in our Territory, I cannot speak so advisedly, but am informed they are already organizing schools and building school houses, exhibiting the fact that they are aroused to the good work, and mean that their children too shall have the advantages of a good education. I understand that all of them are men of means, and hence are able to foster and encourage good schools. To these people of whatever nationality they may be we extend the hand of welcome, for in our common school system we know no creeds, no politics, no nationalities, but are all one people, working together hand in hand for the advancement of our educational interests.

We encourage no politics in our schools, and if we had less of it outside, our people would no doubt be happier, better and more prosperous than they are. We are likewise opposed to sectarian doctrines being taught there, leaving the pupils free to worship God according to the dictates of their own consciences and the teachings of the Bible, so that all persons of whatever creed can send their children to our public schools with impunity.

Finally, to make a brief summary of the advice I desire to impart, I will say first, let our Legislature revise the School Law to meet the full requirements of the constantly increasing demands of the Territory in educational matters, and in doing this let them not be actuated by any desire to bring about a mistaken economy in our educational system. The intellectual cravings of our youth must receive not only wholsome food, but plenty of it. Therefore it is necessary to burden, to some extent, our people with taxes for educational purposes, rather than for many others. No one would consider it economy to starve the body just to save money, nor to give it poor food when we have the ability to buy good, neither should we starve the intellect by reducing the salaries of School Superintendents and others connected with the educational interests of our country, from whose labor we must look for that mental good required to our growth in knowledge, so

as to prevent them from devoting their entire time and energies to the cause. Let them make provision for a Teachers' Institute of not less than one month's duration, for the training of teachers, in order to make them more proficient in their calling, and when they have done this let them also appropriate not less than from $300, to $500, to employ some of the very best educators to assist the Superintendent in conducting such Institute. The above I consider a very small appropriation, but it will be much better than none at all. Our Institute should continue in session not less thon one month, a longer term would be better than a shorter one, as we have as yet no Normal Schools in our Territory, in which teachers may receive professional training.

After the Legislathre has done its duty, as above advised, I would then say, second, Let Territorial and County Superintendents go to work with a vim, and show that when they are well paid for their services they mean to do good work. Let their labors be constantly increasing, keeping constantly in view the one single purpose that actuate them all, the education of the masses.

Thirdly, Let our teachers increase their efforts and let school officers do their whole duty; make their school houses comfortable, and secure every convenience that is requisite in a school-room, and in order that they may do this, the people whose children are to be educated must come up to the work, and do their duty by voting whatever taxes are needed to secure these necessary ends.

Let here be a harmonious forward movement on the part of all, and success is certain. By such concert of action, the time is not far distant when Dakota will boast that her Public Schools are not inferior to those of the foremost State in the Union, in point of educational advancement.

All of which is respectfully submitted,

E. W. MILLER.

REPORTS

OF

COUNTY SUPERINTENDENTS.

UNION COUNTY.

To Hon. E. W. Miller,

Superintendent of Public Instruction of Dakota Territory:

Sir:—In compliance with the requirements of law in regard to the duty of Superintendents, I have the honor to submit the annual report of the condition of the Public Schools of Union County, D. T., for the year ending September, 1874, as far as I can possibly, from the reports received at this office, from the Clerks of different Districts.

No. of districts organized in the County,	67
" " " in working order,	49
" " children under 21 and over 5 years of age as per reports,	1816
" " qualified teachers in County,	36
" " female " " "	20
" " male " " "	16
" " children attending school some portion of the year,	1322
Total amount expended in County for educational purposes,	$7,890,99
" " " for bullding,	$1435,66
" " " incidental expenses,	$1725,33
" " " teachers,	$4730,00

The Text-books used, generally are those required by law, except in a few cases, in the northern portion of the county, and there I have not felt at liberty to press them to obtain the series used in the Territory, in consequence of the needy circumstances of many of the settlers, caused by the grasshopper raid and the failure of the crops.

There seems to be a growing interest in the cause of education, but the panic in the money market, has caused a reduction in the salaries paid teachers, and in consequence those who are able to command remunerative wages will not engage in teaching in our Territory. This has caused the Superintendent to be less strict in his examinations than he otherwise would have been, and has also been an inducement to grant certificates for a short time, to applicants who otherwise would have been rejected.

W. M. K. CAIN,
Superintendent.

Elk Point, September, 1874.

BON HOMME COUNTY.

To Hon. E. W. Miller,

Superintendent of Public Instruction, Dakota Territory:

Sir:—I herewith present my annual report of the condition of the Public Schools of Bon Homme County, D. T., for the year ending August 31, 1874.

No. of children in the county between the ages of 5 and 21, -	511
" " " " " attending Public Schools - -	177
" " " " " not " " " - -	334
" organized districts in the County, - - - -	13
" male teachers licensed, - - - - -	2
" female " " " - - - - -	4
" schools visited during year by county superintendent, - -	6
Amount of public money apportioned to the several districts, -	$673,25
" raised by the several districts, - - - - -	$1059,34
To District No. 1 - - - - -	$103.12
" " " 2 - - - - -	$175,88
" " " 3 - - - - -	$ 76,84
" " " 4 - - - - -	$171,84
" " " 5 - - - - -	$145,57
Total, - - - - - -	$673,25
Amount expended in county for teachers' wages, - -	$498,33
" " for buildings and repairs, - -	$637.88
Value of school property in County not reported,	

Length of tim school has been taught in each district:

District No. 1, 3 months.
" " 2, 6 "
" " 3, 1 7-10 "
" " 4, 3 "
" " 5, 6 "
" " 7' — "
" " 8, 3 "

The Text Books are somewhat mixed, but mainly those recommendep by the Territorial Superintendent.

District Clerks' P. O. Addresses.

District No. 1,	Benton Fraley, Bon Homme,	D. T,
" " 2,	Charles Harrison, "	"
" " 3.	David Defoe "	"
" " 4,	R. T. Wood, Springfield	"
" " 5,	H. J. Hitchcock "	"
" " 8,	W. Jonda, Tabor	"
" " 9,	W. H. Emmons, Lakeport	"
" " 10,	E. McNeil, Springfield,	"
" " 11,	E. J. Marvin "	"
" " 12,	O. A. Parmer, "	"

District No. 13; C O Seaman, Bon Homme. "

Since my last report I have organized 6 districts. The last one (a Russian one) has not yet reported acceptance. The others are building and preparing to build school houses to be ready for summer schools.

During the next year we shall have schools taught in all our organized districts, and I trust in others yet to be organized. I have also reason to expect that several good school houses will be erected. The people of this county are beginning to awake to the interest of education and we all feel determined that this county shall not be behind others in the good work.

Respectfully Submitted,

S. HITCHCOCK,

Springfield, November, 1874. Superintendent.

MINNEHAHA COUNTY.

To Hon. E. W. Miller,

Superintendent of Public Instruction of Dakota Territory:

Sir.—The annual report of Schools in the County of Minnehaha is at this time presented.

No. of School District Journals in the County - - - -	27
" teachers employed - - - - -	15
Average salary per month - - - - -	$23
Whole number of pupils attending school - - -	373
" number of pupils over 5 and under 21 years of age -	512
" " " " males - -	264
" " " " females - -	247
Amount of County fund apportioned to School Districts -	$931.10
" Raised by District tax - - - -	$2239.04
Total - - - - - -	$3170.14

District No. 1.

No. pupils, males 70—females 70 - - - -	140
" Months school has been taught - - - -	9
" Pupils in attendence—fall term 71—winter term 86—summer term 66—average number enrolled - - -	741
Amount of County Fund received . - -	$426.36
Expenses for Teachers' Salaries - - - -	$360.00
" for fuel and incidentals - - - -	$ 66.36
Amount raised by Districts	$1588.46
Expended for building and furniture	$1588.46

CHAS. W. McDONALD, Clerk,

Sioux Falls, D. T.

DISTRICT No. 2.

No. of pupils, males 9—females 17—total	26
" months school has been taught	3
" pupils in attendance—males 8—females 14—total	22
Amount of county fund received	$100.32
Expended for teachers' salary	98.00
Amount raised by District	$70.93
Expended for building school houses	$70.93

OLE O. GILSETH, Clerk, Republican, D. T.

DISTRICT No. 3.

No of pupils—males 10—females 9—total	19
No. of months school has been taught	3
" pupils in attendance	15
Amount of county fund raised	$84.65
" expended for teachers' salary	$75.09
" raised by District	$92.65

S. CASEN, Clerk, Republican, D. T.

DISTRICT No. 4.

No. of pupils—males 16—females 19—total	35
" months school has been taught	3
" pupils in attendance	
Amount of county fund received	$122.26
" expended for teachers' salary	$75.00
" raised by District	$84.00

JOHN P. RISWOLD, Clerk, St Olaf, D. T.

DISTRICT No. 6.

No. of pupils—males 21—females 19—total	40
" months of school (in session)	1

A. DAUELSON, Clerk, Split Rock. D. T,

DISTRICT No. 8.

No. of pupils—males 19—females 13—total	32
" months of school	3
" pupils enrolled	20
Amount of county fund received	$75.24
" expended for teachers' salary	$55.50
" raised by District	118.00

ROLUFF ANDERSON, Clerk, Dell Rapids, D. T.

DISTRICT No. 10.

No. of pupils—males 14—females 15—total

" months of school	2
Amount received from county	$53,50
" of salary paid teacher,	$40 00
" raised by district.	$ 65 0
" expended for building,	$165.4

NEWTON CLARK. Clerk, Sioux Falls, D. T.

DISTRICT No. 12.

No. of pupils, males 15, females 17.	Total, 32.
" months of school.	4
" pupils enrolled,	26
Amount received from county.	$68.97
" of salary paid teacher,	$60.00

B. D. GRAVES, Clerk,
Dell Rapids, D. T.

DISTRICT No 13

No. of pupils, males 32, females 19,	Total, 51
" months of school,	3
Amount raised by district.	$50.00
Amount of salary paid teacher,	$30.00

S. BOTHEM, Clerk, Pennington, D. T.

DISTRICT No. 14.

No. of pupils, males 11, females 11,	Total, 22
" months of school,	3

LEWIS SPAWN, Clerk, Split Rock, D. T.

DISTRICT No. 16.

No. pupils, males 6, females 6,	Total, 12
" months of school,	4
" No. scholars enrolled,	12
Amount raised by district,	$64.00
" paid teachers,	$64.00

SAMUEL HUTCHINS Clerk, Sioux Falls D T.

DISTRICT No. 17.

No. pupils, males 9, females 6,	15

G. O. DALMORE, Clerk, Sioux Falls, D. T.

DISTRICT No. 18.

No. of pupils, males 5, females 9,	Total, 14

H. B. CALDWELL, Clerk, Sioux Falls, D. T.

DISTRICT No. 20.

No. of pupils, males 5, females 7.	Total, 12

C. D. STRONG, Clerk. Republican, D. T.

DISTRICT No. 23.

No of pupils. males 16. females 8, Total. 24

PETER THOMPSON, Clerk, Split Rock, D. T.

DISTRICT No 27.

No. of pupils. males 10. females 5, Total, 15

E HART, Clerk, Dell Rapids, D. T.

It gives me pleasure to note a growing interest in public schools in this county, ank a willingness to appropriate liberally for their support but the resources are yet small, and in consequence the progress is slow.

There are now 9 comfortable school houses where there were but 4 one year ago, and no doubt, in another year the number of school houses will nearly or quite equal the number of school districts, many of which being recently formed, did not hold their first meeting in time to be named in this report.

The amount which most districts are able to offer as teachers' salary, is to small in many instances to secure the quality of teachers that is desirable, but taking into account the many adverse circumstances which surround us, there is little to complain of in this direction, and I trust the prevailing energy and enterprise of this county will carry forward the standard of education as successfully as our hopes and judgment may demand.

ALBION THORNE,

Dell Rapids, November, 1874. Superintendent.

CASS COUNTY.

TO HON. E. W. MILLER,

Superintendent of Public Instruction:

SIR.—I herewith present my annual report of the condition of the Public Schools of Cass County, D. T.

We have but one organized district in this county, but steps are being taken to establish another. The district now in good working order was organized about six months ago, and we now have a school house which will accommodate seventy-five scholars, well built, and partly furnished with patent seats, etc.

From the report of the school clerk I send you the following:

No. of pupils between 5 and 21 years, in the district.

Males,	27
Females,	36
Total,	63
No. of males attending school,	17
" " females " "	24
Total,	41

No. of months of school taught, 3
Name of teacher: Miss A. M. Giddings.
Salary per month, $45
Amount of money received from County Treasurer, $85

Text-books used: National Readers & Spellers, Robinson's Arithmetic, Cornell's Geography. I have licensed one male and one female teacher during my term of office.

The present Board of school officers are as follows: J. H. Hanson, Director, P Devette, Treasurer, and T. Martin, Clerk.

A. McHENCH,
Fargo, November, 1874. Superintendent.

LAKE COUNTY.

To Hon. E. W. Miller,
Superintendent of Public Instruction:

Whole number of districts in the county,	3
No. of children in the county between the ages of 5 and 21,	43
" " males,	18
" " females,	25

One private school was taught in the county last winter. Length of term, 3 months. No. of scholars, 14. No licenses have been granted as yet. Owing to the failure of the crops I fear we will fail to have any winter term of school in the county, although I think there is a very good prospect for a summer term in some of the districts. The following are the names of the district clerks: District No. 1, D. Holton. No. 2, J. M. Walker. No. 3, Wm. Baker. Post Office address, Madison, Lake County, D. T. J. H. LAW,
November, 1874. Superintendent.

YANKTON COUNTY.

To Hon. E. W. Millee,
Superintendent of Public Instruction.

Sir:—In compliance with the requirements of law defining the duties of County Superintendents, I have the honor to submit the following report of the condition of the Public Schools of Yankton County, D. T., for the year ending August 31st, 1874.

No. of Districts formed in the County	43
" " " during past year	11
" " " Reporting	25
" Children over 5 and under 21 in the County, September 1st 1874, (in districts reporting)	1454

No. of Qualified teachers	31
" " Male	20
" " Female	11
" Children attending school	662
" " not attending	792
" Districts in which school has been taught during past year	20
Total amount expended in the County for educational purposes during past year	———
" Amount paid teachers	———
" " " For buildings	———
" Value of all school property now in the County	———
No. of school buildings in the County	———
No. of school houses erected during the year,	———
Total amount paid for incidental expenses,	———
" " received from county,	$1632.31
" " " By District tax	———
Average length of time school has been taught in each District during the year	4 mos.
" Amount paid male teachers per month	$30
" " Female " "	$20
No. of Districts organized since January 1st, 1874	
" Schools visited during the year	———
" Visitations to each school during year	———

Mr. Eldridge was Superintendent until October 26th, so I can not answer all the questions asked, and my Report is therefore very incomplete.

Names of District Clerks and Post-Office address.

No. 1,	S. J. Morrow,	Yankton.
" 2,	P. H. Risling,	"
" 3,	A. Benedict,	"
" 4,	F. Beers,	"
" 5,	E. Withrow,	Gayville.
" 6,	S. Van Osdel	"
" 7,	Wm. Van Osdel	"
" 8,	A. Sather,	Marindall,
" 9,	W. Lawing,	Yankton.
" 10.	C. W. Foster	"
" 13,	J. W. Snyder,	Ziskov.
" 17,	Joseph Mach,	Yankton.
" 18,	J. H. Miller,	Yankton.
" 20,	Louis Frick,	"

No. 22, John McCabe "
" 28, B. A. E. Bagstad, Marindall.
" 30, C. S. West, Yankton,
" 40, J. Burget, Gayville.
Joint 17, D. Wilcox, "
" 26, P. W. Brown "
" 29, Dr. Walton "

Text-books used, are generally those recommended.

REMARKS.

On account of incompleteness of district clerks' reports, I am unable to give full and complete statistics, but have reason to believe that there has been at least a gradual advancement in the cause of education in our county. Mr Eldridge was superintendent until October 26th, 1874, so that it is impossible for me to answer all the above questions, or furnish statistics, but I doubt not that considerable more money has been raised from district tax this year, than last, and some new school buildings erected, all of which I would be pleased to report to you if in my power

Very Respectfully,

NATHAN FORD,

December, 1874. Superintendent.

LINCOLN COUNTY.

To Hon. E. W. Miller,

Superintendent of Public Instruction, Dakota Territory.

Sir:—I herewith present my Annual Report of the condition of Public Schools in Lincoln County, Dakota Territory, for the year ending August 31st, 1874.

No. of Children in the County between the ages of 5 and 21	765
" " " attending the Public School	459
" " " not attending Public School	306
" organized Districts in the County	41
" Male teachers licensed	8
" female " "	20
" schools visited during the year by County Superintendent	11
Amount of Public Money apportioned to the several Districts	$901 00
To District No. 1	$107.50
" " 2	75.00
" " 3	65.00
" " 6	90.00
" " 8	62.50
" " 12	70.00

No.	"	13	50.00
"	"	14	57.50
"	"	15	42.50
"	"	16	25.00
"	"	21	75.00
"	"	22	47.50
"	"	23	47.50
"	"	24	42.50
"	"	32	52.50

Amount expended in county for teachers' wages $1791.25
" raised in districts $2468.47
" raised for new buildings and repairs, not reported.
" " " globes, maps, blackb'ds, " "
" " " incidental expenses " "
Value of school property in county, not reported.

What is the condition of the school buildings in the county? There are 8 frame school buildings and 2 sod ones. Some of the schools have been taught in private houses, and others in rented buildings such as could be secured even they were granaries.

What text-books are used? Various kinds, generally such as the families brought into the country with them.

REMARKS.

There is apparently quite an interest in the cause of education, and the people are willing to do what they can, but with the very limited means of the inhabitants in consequence of the failure of the crops two successixe years, and with no school fund except what comes from a direct tax upon the people, it is almost impossible for the newly organized districts to support schools at present. Our people are energetic and persevering, and will try again. We are not altogether discouraged. We are advancing. Last year we reported 17 organized districts; now 41. Last year expended for teachers' wages, $625.00; this year, $1791.25. Our county is newly settled and the people "hard up," but there is in them the elements of success.

J. S. BENEDICT,
Superintendent.

Canton, November, 1874.

TURNER COUNTY.

To Hon. E. W. Miller,
Superintendent of Public Instruction :

Whole number districts in the county,	13
Number organized during present year,	5
Whole number pupils in organized dissricts between the ages of 5 and 21,	305
" " attending school,	110
No. schools taught,	8
Amount paid to teachers,	$420
" of public money:	$192
" raised by subscription,	$228
No. of school houses,	4
" " " " built during the present year,	4

Text books used, generally those prescribed by law.

REMARKS.

Amount raised for building school houses, $105 0

It will be seen by comparing this report with that of last year, that so e progress has been made in educational matters, though much less than we could desire. More schools would have been taught, but no place could be found where the scholars could be convened. Districts Nos. 1, 2, 6, and 7 have built good permanent school houses, and nearly all the organized districts propose to build next year.

J. J. McINTYRE,
Superintendent.

Turner County, 1874.

HUTCHINSON COUNTY.

To Hon. E. W. Miller,
Superintendent of Pubiic Instruction .

No. of pupils from 5 to 21 in the county,	58
Males,	32
females,	26
Total No. pupils in district No. 1.	28
Males,	16
Females.	12
No. pupils attending school in district No. 1.	19
No. organized districts,	3
" of " in which school has been taught,	1
" " qualified teachers employed.	1
" " months school,	

The kind of books used were those authorized by the Territorial Superintendent. Grammar, geography, arithmetic, reading, writing and spelling.

Amount of money raised in district N. 1,	$154.56
For what purposes raised? For building and tuition.	
Amount paid for tuition,	$50
" " " building,	$104 56
Cost of school house,	$297
District No. 1 in debt,	$192.44

School Officers.

	District No 1.	No. 2	No. 3.
Clerk	John Boyles.	H. Maxwell.	M. Lee.
Director	Wm. Baldwin.	N. O'Donnell.	F. Madsen.
Treasurer	Wm. Beggs.	Thos. Furlong.	M. Haney.

School districts Nos. 2 and 3 cannot be induced to have schools. I must report that district No. 1, at Olivet, is entitled to much credit for the fine school house erected during the season, and for the first school taught in the county by James C. Boyles.

A. SHERIDAN JONES,
Superintendent.

November, 1874.

CLAY COUNTY.

To Hon. E W. Miller,
Superintendent of Public Instruction:

Sir:—In compliance with the requirements of law defining the duties of county superintendents, I have the honor to submit the following report of the condition of the Public Schools of Clay Co., D. T., for the year ending September 5th, 1874.

No. of districts organized in county,	48
" " " in working order,	35
" " children under 21 and over 5 in the county,	1536
" " qualified teachers,	46
" " " " male,	16
" " " " female,	30
" " children attending school,	1027
" " " not " "	529
Total amount expended in county for educational purposes,	84 5,24
" " paid teachers,	$4138,50
" " " for buildings,	$3226,56
" " " " incidental expenses.	1040.18
" " raised by district tax.	$6590 64
" " received from public fund,	$1814 60

Average time school has been taught in each district during the year,	4 mo.
" salary paid male teachers per month,	$33.25
" " " female " " "	$27.23
No. districts organized since Jan. 1st 1874	4
" " schools visited during year.	33

Text-books in use those allowed by law and many others. Many of the districts in the northern part of the county have been organized during the past two years, and the schools are composed of children from the various states, who have brought with them the books in use there; thus many books are used not allowed by law.

The cause of education is receiving considerable attention in this county. Many new buildings have been erected, and furnished with the latest improvements. The district officers are generally selected from among the most enterprising citizens of the district, and are doing their utmost to further the cause of education. Full returns have been made by every district in the county.

T. J. SLOAN,

Vermillion, Novembor, 1874. Superintendent.

MOODY COUNTY

To. Hon. E. W. Miller,

Superintendent of Public Instruction:

Sir:—You no donbt are expecting a report of the condition of the schools of Moody County, D. T. As I had to be absent during the summer, I sent in my resignation last June, which was accepted by the Board of County Commissioners but whether another was appointed I cannot say, but thinking this county had made some progress in the good work, it should be represented in your Annual Report.

No. of districts organized during the present year,	4
" " schools taught.	2

Length of time school has been taught in each of the two districts mentioned, 3mo.

The Government has a school in progress among the Indians here at Flandreau, and they comprise a considerable portion of the population as yet, though our county is rapidly filling up with a thrifty and intelligent set of citizens, so that we have the encouragement of thinking that within a year or two we shall have not less than a dozen good schools in the county, compared with one and that a private one, a year ago.

A year ago there were about 150 children in the county. now I should judge double, or more, that number.

We have a good county here, the best of soil and excellent water—which must soon be filled up with a class of enterprising citizens, when we hope to see our

whole county dotted with good, comfortable school houses, and hear the merry laugh of the school boy resounding from every hill-top and valley, as he is going to or from school.

P. A. VANNICE,
Former Superintendent.

Flandreau, November, 1874.